

Essential Skills Research Project

# Step into the World of Workplace Learning



A Collection of Authentic Workplace Materials



Human Resources  
Development Canada

Développement des  
ressources humaines Canada

Canada

NELSON  
THOMSON LEARNING

3 1761 11557842 9





# Step into the World *of* Workplace Learning

A Collection of Authentic Workplace Materials



Glenda Lewe,  
Glenda Lewe Consulting

Carol D. MacLeod,  
Carol MacLeod & Associates Inc.

**NELSON**  
—\*—  
**THOMSON LEARNING**

Australia • Canada • Mexico • Singapore • Spain • United Kingdom • United States

HRIC-052-03-01E

**Step into the World of Workplace  
Learning**

by Glenda Lewe and Carol D. MacLeod

Published by Nelson Thomson  
Learning in Co-operation with  
Human Resources Development  
Canada, and Canadian  
Government Publishing, Public  
Works and Government Services  
Canada.

Printed and bound in Canada  
1 2 3 4 04 03 02 01

Nelson Thomson Learning,  
1120 Birchmount Road,  
Scarborough, Ontario, M1K 5G4.

**ALL RIGHTS RESERVED.** This  
publication may be reproduced for  
internal use only without  
permission. However, multiple  
copy reproduction of this  
publication in whole or in part for  
purposes of resale or redistribution  
requires prior written permission  
from the Minister of Public Works  
and Government Services, Ottawa,  
Ontario, Canada K1A 0S5.

©Her Majesty the Queen in Right  
of Canada, 2001

Catalogue Numbers:  
PWGSC: RH34-11-2001E  
HRDC: HRIC-052-03-01E  
Nelson ISBN: 0-17-608571-8

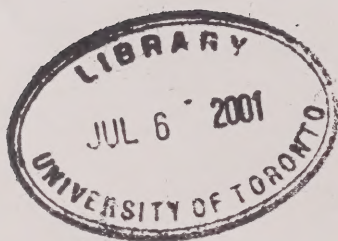
**Canadian Cataloguing in  
Publication Data**

Lewe, Glenda R. (Glenda Rose)  
Step into the world of workplace  
learning : a collection of  
workplace materials

Co-published by Human Resources  
Development Canada and  
Canadian Government Publishing,  
Public Works and Government  
Services Canada.  
ISBN 0-17-608571-8

1. Occupational training.
  2. Occupational retraining.
  3. Career education.
  4. School-to-work transition.
- I. MacLeod, Carol D., 1959—  
II. Canada. Human Resources  
Development Canada.  
III. Canada. Public Works and  
Government Services Canada.  
IV. Title.

HD5715.L48 2001 374'.013  
C2001-930315-7





# Table of Contents

Acknowledgements .....	i
Preface .....	iv
1. Introduction .....	1
Audience and Purpose .....	2
The Origins of this Collection:	
HRDC's Essential Skills Research Project .....	4
About the Authentic Workplace Materials Collection .....	5
Adapting the User Tips: English/French as a Second Language (ESL, FSL) and Learning Disabilities .....	8
2. A Collection of Authentic Workplace Materials .....	17

You are free to make photocopies for education and training purposes. The copyright owners of the materials in this collection have given their permission to distribute them through print and Internet media to Canadian educators and trainers and to international audiences.

## Reading Text

Complexity Level	Type of Material	Title of Material(s)	Page
1	Application Form	Application for Registration and Mail-in Ballot	19
2	Newsletter Infection	Prevention and Control Newsletter	23
2	Booklet	Polling Day, an Extract from A Guide for Voters in Nunavut	29
2	Rental Contract Form	Golf Car Rental Agreement	33
2	Safety Data Sheet	Material Safety Data Sheet (MSDS)	37
2	Glossary	Standard Practice Instruction	45
2	Contract Collective Agreement Schedule (includes table)	Schedule G: Clothing	49

## Reading Text (cont'd)

Complexity Level	Type of Material	Title of Material(s)	Page
2	Briefing Form	Bath Institution Escort Briefing	55
3	Brochure	Count on Chem-Dry	59
3	Hotel Contract Form (includes tables)	Contract for Group Accommodation/Catering	63
4	Regulations (includes table)	Dangerous Goods Regulations, Airport Handling Manual	71
4	Contract Collective Agreement	Article 35: Classification Article 36: Adjustment of Disputes	75

## Document Use

Complexity Level	Type of Material	Title of Material(s)	Page
1	Hazard Symbols	"Hazard Symbols and What They Mean," Zehrs Markets - WHMIS Employee Information Handout	81
1	Adhesive Label/ Sticker Seal	"Not Legal for Trade until Inspected" Label Tested Seal	85
1	Form Time Sheet	Crew Card	89
2	Work Order	Maintenance Request Form	93
2	Checklist Check Sheet	Winterize Check Sheet Sewing Centre Service Order Dangerous Goods Acceptance Checklist for Ground Shipment	97
2	Advisory Form	Highway Closure Form	105
2	Invoice Form Exchange Form	Invoice Adjusta-Card	109



## Document Use (cont'd)

Complexity Level	Type of Material	Title of Material(s)	Page
2 to 4	Charts and Graphs	1995 Annual Report of the Dairy Farmers of Ontario	115
3	Table	Nutrition and Ingredient Guide	121
3	Work Order	Work Order	125
3	Inspection Form Estimate Form	Inspection Form Estimate Form	131
3	Estimate Form Order Form	Estimate & Order Sheet	135
3	Menu Form (includes checklist, pictures and symbols)	Menu	139
3	Report Form (includes drawings)	Welding Report, City Hall Interlocking	145
3	Application Form	Training-On-The-Job Program Application	151
3	Instruction Card (includes drawings and symbols)	International Colour Code For Marking Buried Facilities	159
3	Instruction Card	Fallers Specifications Card	165
3	Brochure (includes drawings, symbols and tables)	Bridgestone Winter Tire Selector	171
3	Table	National Advertising Rates	177
3 to 5	Table Assembly/Exploded Drawing Schematics	213/203DC Parts Manual, Hot Drink Merchandiser 213 Hot Drink Merchandiser Service and Operation Manual	183

Document Use (cont'd)

Complexity Level	Type of Material	Title of Material(s)	Page
4	Assembly/Exploded Drawing Table	Parts List Drawing No. 7002: Model R-99 Power Head	193
5	Record Form (includes drawing, graphs, tables)	Rourke Baby Record: Evidence Based Infant/ Child Health Maintenance Guide I and II	199

Writing

Complexity Level	Type of Material	Title of Material(s)	Page
1	Report Form	Water Treatment Plant Trouble Report	207
2	Accident/Incident Form (includes drawings)	Calgary Transit Occurrence Report	211
3	Job Advertisement (includes drawings)	Devonshire Cream	217
3	Incident Report	Guelph Police Service Narrative Report of Incident	221
5	Promotional Advertisement	Summer Sizzlers	227
5	Promotional Advertisement	Aromatherapy - Herbal Medicine Refined	231

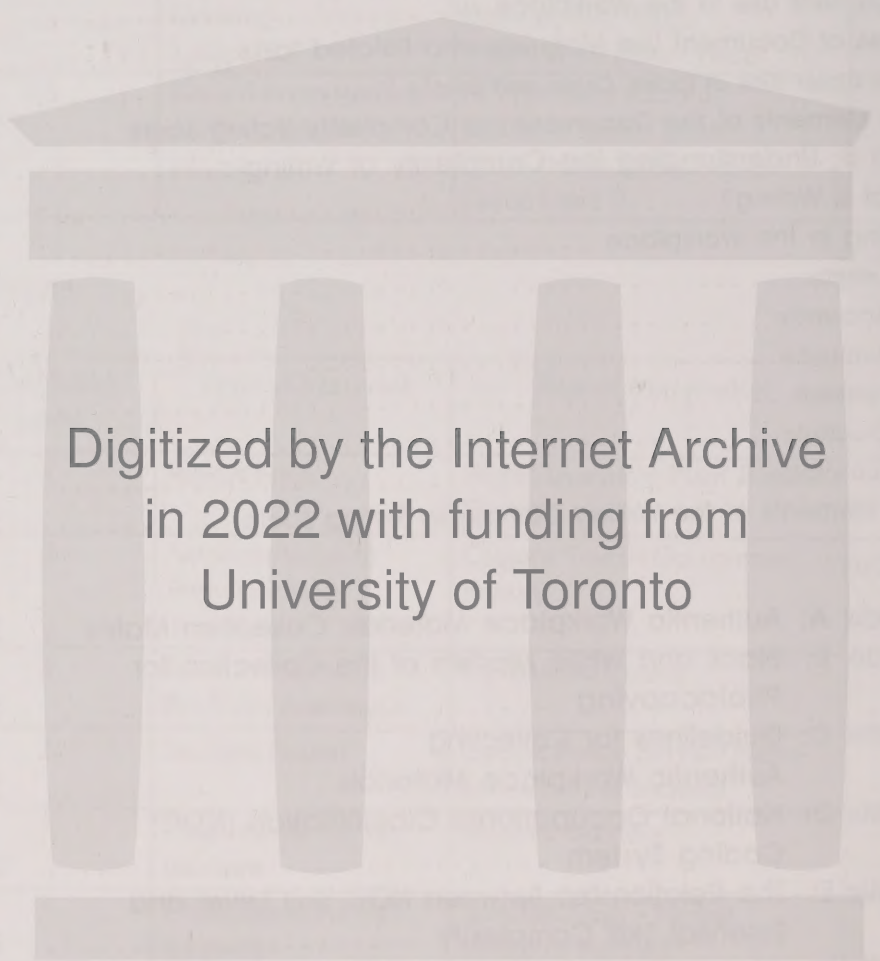
3. Theoretical Framework .....	235
Section 1: Understanding the Complexity of Reading Text .....	236
What Is Reading Text? .....	236
Comparing Classroom and Workplace Reading .....	236
Types of Workplace Reading Materials .....	237
A Closer Look at Regulations .....	238



Purpose for Reading Text .....	239
Key Elements of the Reading Text Complexity Rating Scale .....	241
Section 2: Understanding the Complexity of Document Use .....	243
What is Document Use? .....	243
How Do Learners Build Document Use Skill? .....	243
Document Use in the Workplace .....	244
Types of Document Use Materials and Related Tasks .....	245
A Closer Look at Tables, Charts and Graphs .....	246
Key Elements of the Document Use Complexity Rating Scale .....	248
Section 3: Understanding the Complexity of Writing .....	249
What is Writing? .....	249
Writing in the Workplace .....	249
Length .....	249
Accuracy .....	250
Audience .....	250
Synthesis .....	250
Creativity .....	250
Publication .....	250
Key Elements of the Writing Complexity Rating Scale .....	251

## Appendices

Appendix A: Authentic Workplace Materials Collection Matrix ..	255
Appendix B: Black and White Masters of the Collection for Photocopying .....	263
Appendix C: Guidelines for Collecting Authentic Workplace Materials .....	265
Appendix D: National Occupational Classification (NOC) Coding System .....	267
Appendix E: The Relationship Between NOC Skill Level and Essential Skill Complexity .....	271
Appendix F: Observations on Workplace Learning .....	272
Appendix G: Reading Text Complexity Rating Scale .....	274
Appendix H: Document Use Complexity Rating Scale .....	276
Appendix I: Writing Complexity Rating Scale .....	281
Appendix J: A Closer Look at Numeracy .....	285
Appendix K: Annotated List of Related Products and Resources .....	290
Appendix L: Glossary .....	293



Digitized by the Internet Archive  
in 2022 with funding from  
University of Toronto

<https://archive.org/details/31761115578429>



## Acknowledgements

### National Steering Committee

Human Resources Development Canada (HRDC) offers its thanks to the members of the National Steering Committee established to guide essential skills product development. Their insights and advice made a significant contribution to this collection and related essential skills products.

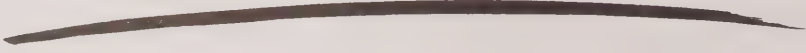
Chair	Sharon Prather, Alberta Learning
Sponsor	Debra Mair, Essential Skills Research Project Human Resources Development Canada

Alberta	John Fisher, Alberta Learning
British Columbia	Becky Matthews, Ministry of Education Donna M. Palmer Ministry of Education and Centre for Curriculum Transfer and Technology
Manitoba	Darryl Gervais, Manitoba Education and Training
New Brunswick	Joe Brennan, Department of Education Denise Boudreau, Ministère de l'Éducation
Newfoundland	Joanne Power, Department of Education
Northwest Territories	Janice Render Department of Education, Culture and Employment
Nova Scotia	Laurie Edwards, Department of Education and Culture
Nunavut	Mary Ellen Thomas Department of Education
Ontario	Chantal Locatelli, Ministry of Education

Prince Edward Island	Elaine Somerville, PEI Department of Education
Saskatchewan	Margaret Lipp, Saskatchewan Education
Yukon Territory	Judith McIntyre, Department of Education
Adult Literacy Programs	Barbara Wynes, Manitoba Education and Training
Language Training	Carolyn Dieleman, Alberta Learning
Association of Community Colleges of Canada	Christine Devrome Saskatchewan Institute of Applied Science and Technology

### Workplace Partners

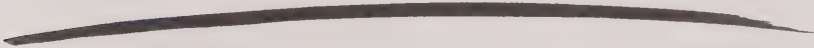
HRDC and the National Steering Committee sincerely thank the copyright owners of the authentic workplace materials included in the collection. Their generosity in allowing these materials to be used for training and education purposes is gratefully acknowledged. The names of copyright owners are noted in the write-ups accompanying the materials.





## Co-authors

**Glenda Lewe, Glenda Lewe Consulting**  
**Carol D. MacLeod, Carol MacLeod & Associates Inc.**



The co-authors acknowledge the professional support provided by:

- Maurice Audet, Translator
- Karen Bennett, NorQuest College, Edmonton, Alberta
- Erick Chamberland, Le groupe FRIDE inc.
- Rachel Grondin, Administrative Services
- Prosebusters Communications, Editorial Services
- Diane Thornhill, Algonquin College, Ottawa, Ontario
- Shara Weaver, Shara Weaver Consulting

## Design



Willa Egrmajer  
Mark Wilson  
Quillfire Communication Group Inc.

## Preface

Educators and trainers have always been interested in building linkages between skills developed in the classroom and skills used in the workplace. This collection will help you explore how to use authentic workplace materials — actual materials that workers use on the job, such as newsletters, contracts, tables, graphs and schematics — to develop learning experiences that illustrate the connections between the classroom and the workplace.

This collection of authentic workplace materials allows you to step into the world of workplace learning. Workplace learning refers to the process of acquiring or enhancing competencies — skills, knowledge, qualifications or capacity — required by various occupations. It is important to recognize that workplace learning occurs in many venues beyond the workplace. For example, teachers in the K-12 education system and trainers in adult learning centres can stimulate the development of competencies relevant to the workplace. Many of these competencies, especially those focused on in this collection, are also relevant to areas of life other than the workplace.

There are myriad ways to explore career possibilities using authentic workplace materials. By exposing learners to various workplace materials you also expose them to the:

- Occupations and workplaces that actually use them.
- Essential skills, such as document use and writing, needed to enter various occupations.
- Culture and norms of the world of work.

This collection is meant to serve as a starting point for building skill in developing your own authentic material-based classroom activities. You are encouraged to obtain additional workplace materials using your own contacts, perhaps targeting occupations and sectors important in your region. Consider involving the learners in this process by asking them to get workplace materials from their friends, family, or employers.

Human Resources Development Canada (HRDC) has also made this collection available at its Web site (<http://www.hrdc-drhc.gc.ca/essentialskills>). The English and French versions of this collection feature different authentic workplace materials. No authentic materials have been translated. Both versions also include several samples of materials in Inuktitut.



# 1. Introduction



## Audience and Purpose

The purpose of the collection is to stimulate educators and trainers to explore new approaches to instruction and to build a stronger link between skills developed in classrooms and skills used in the workplace.

The collection serves as a resource to different audiences each of whom may use it for a variety of purposes.

Audience	Purpose
<ul style="list-style-type: none"><li>• Classroom teachers of children and youth.</li><li>• Classroom instructors of adults.</li><li>• Workplace trainers.</li><li>• Guidance and career counsellors.</li><li>• Curriculum developers.</li><li>• Publishers of textbooks.</li></ul>	<ul style="list-style-type: none"><li>• Help learners see the relevance of learning objectives.</li><li>• Help learners transfer problem-solving skills to the workplace.</li><li>• Help learners explore career possibilities.</li><li>• Help learners develop career awareness.</li><li>• Develop curricula or textbooks featuring the practical application of the essential skills.</li><li>• Identify gaps in curriculum by comparing the content to contemporary workplace requirements for essential skills such as reading text, document use and writing.</li><li>• Promote employability of learners by building skills used in the workplace.</li></ul>

The collection is not designed to be used directly by learners. Rather, it is designed to help professionals develop learning activities and provide occupational information to learners.

This collection of authentic workplace materials allows educators and trainers to open the doors to many workplaces and understand their workplace learning requirements. Canadian workers use thousands of workplace materials every day. Yet most of us are unaware of their exact nature, or of the essential skills needed to use them, since we generally do not get past the factory gates or the office door. The world of work is diverse, with many sectors, occupations and venues. As well, workplaces have experienced profound changes, such as the introduction of new technology and the public concern for safety and the environment. Through this collection, we now have the opportunity to step into the world of workplace learning.



## The Origins of this Collection: HRDC's Essential Skills Research Project

In 1994 a national research study, the Essential Skills Research Project, was launched to probe the link between essential skills and the performance of job tasks. The following skill dimensions were examined in over 3,000 interviews across Canada, covering workers in some 170 occupations:

- Reading Text
- Writing
- Document Use
- Numeracy
- Oral Communication
- Thinking Skills (Problem Solving, Decision Making, Job Task Planning and Organizing, Significant use of Memory, Finding Information)
- Working with Others
- Computer Use
- Continuous Learning

These skills were called essential skills since they are foundation skills that enable workers to perform the tasks required by their occupation. These broad-based skills are found in virtually all jobs and operate in tandem with the technical skills that are more specific to particular jobs.

During the interviews, workers were encouraged to provide the interviewers with samples of materials they use on the job. Literally thousands of materials, such as forms, diagrams, and writing samples, were collected and became the base on which this collection is built.

This collection of authentic workplace materials is part of a suite of information products and tools developed by Human Resources Development Canada (HRDC) to support essential skills development. Readers may also wish to consult the primary product of the Essential Skills Research Project — the Essential Skills Profiles. These can be accessed at <http://www.hrdc-drhc.gc.ca/essentialskills>. The profiles provide a portrait of the essential skills required in the jobs examined and are rich with illustrative examples of how essential skills are used. The Essential Skills Research Project focused on occupations requiring a secondary school diploma or less and on-the-job training. As a consequence, the majority of the materials in the collection relate to jobs at this skill level.

## About the Authentic Workplace Materials Collection

The collection contains 49 authentic workplace materials, some of which were grouped for comparison. The structure and layout of the write-ups make it easy to compare different materials. Each material or group of materials is accompanied by a write-up that presents information under seven standardized headings — Essential Skills, Type of Material, Occupational Information, Source, Purpose and Use of the Materials, Analysis, and User Tips.




Here is a description of the information that appears under these headings:

### Essential Skills

The collection focuses on the following three essential skills:

Reading/Text	Document Use	Writing
<p>Refers to reading material in the form of sentences or paragraphs.</p> <p>Examples: memos, manuals, books, reports, journals.</p>	<p>Refers to tasks involving a variety of information displays in which words, numbers, symbols and other visual characteristics (e.g., line, colour, shape) are given meaning by their spatial arrangement.</p> <p>Examples: lists, tables, graphs, schematics, drawings, labels, forms.</p>	<p>Includes writing text and writing in documents, such as filling in forms, and non-paper-based writing such as typing on a computer.</p>

Each write-up begins with a box featuring essential skills information (refer to Figure 1). This box identifies the primary essential skill that the workers who were interviewed used to perform tasks involving the workplace material(s) and also notes the complexity level of these tasks. The complexity level is expressed using rating scales developed by the Essential Skills Research Project. (See Part 3 for more information on these scales.) A symbol of the primary essential skill appears in the upper right-hand corner of the page.

Type of Material	Essential Skills			
Brochure	Reading Text, Complexity Level 3			
	also			
	Document Use, Complexity Level 1	Oral Communication	Numeracy	
				

*Figure 1: Essential Skills Information Box as Seen in the Write-ups*

Essential skills are often used in tandem, such as reading text and document use (i.e., tasks involving a variety of information displays). For example, interpreting a table referred to in a set of regulations requires readers to use the essential skills both of reading text and document use. Such overlap also happens with other types of materials and other essential skills.

Because of this, many of the materials in the collection are rated on more than one of the primary essential skills. Related essential skills are noted immediately below the primary essential skills under the subheading *also*. When the related skills are reading text, document use or writing, the complexity rating is provided if sufficient interview data was available. Other related skills that are not the focus of this collection, such as finding information, numeracy, problem solving and oral communication, have only been noted. Numeracy is often shown as a related essential skill. Wherever possible, the user tips suggest classroom activities that build numeracy skills. A symbol was assigned so that readers can quickly locate numeracy-related materials and user tips. (Information on numeracy is provided in Appendix J.)

## Type of Material

The type of material is identified using standardized terms. The collection includes materials such as: application forms; newsletters; booklets; contracts; safety data sheets; glossaries; regulations; hazard symbols; labels; work orders; invoices; checklists; assembly/exploded drawings; and promotional advertisements.

## Occupational Information

The specific occupation of the worker observed using the authentic workplace material is recorded here. We have also noted the National Occupational



Classification(NOC) group for readers who want more information on the occupation. (Information on the NOC is provided in Appendix D.) For example, career counsellors may want to reference other career development products using the NOC coding system. The following information is provided in each write-up:

- Title of NOC Occupational Group.
- NOC Code.
- Job Title (i.e., specific job title within the occupational group).
- Brief contextual statement describing the work performed in the job.

## Source

The name of the copyright owner who has given permission for the material to be included in the collection is identified.

## Purpose and Use of the Material

This section describes the purpose of the material and how workers actually use it, based on information from the worker interviews. The material could be used differently by others.

## Analysis

The analysis discusses factors contributing to the complexity of the material, using concepts presented in the rating scales developed by HRDC's Essential Skills Research Project. The content of this section may differ among samples but should deal with as many factors as are applicable. Besides providing insight into the samples in the collection, this information should help you analyze authentic workplace materials that you collect and develop classroom activities from them.

## User Tips

The write-ups present a series of user tips to inspire you to develop classroom activities suitable for your learners. User tips that relate to developing numeracy skills are flagged with the numeracy symbol used in the essential skills information box.

## Adapting the User Tips: English/French as a Second Language (ESL, FSL) and Learning Disabilities

The user tips offered are generic and may not necessarily meet the needs of ESL/FSL learners and those with learning disabilities. These two types of learning needs are particularly important to instructors; therefore, this chapter concludes with additional information on implementing the classroom activities suggested in the write-ups.

### English/French as a Second Language (ESL, FSL)

Authentic workplace materials can be naturally linked to ESL/FSL classrooms. They are easily integrated into a wide range of activities generally taught as part of each lesson rather than as stand-alone activities. For example, vocabulary development is ongoing in language instruction. Workplace materials can be used to develop activities that expose learners to workplace vocabulary. They can also help build skill in using different types of materials, such as entry forms and graphs.

The following table suggests how to use authentic workplace materials in ESL/FSL classrooms, tying these to some features of effective ESL/FSL teaching. Column 1 briefly summarizes 10 features of effective ESL/FSL teaching, while Column 2 discusses examples of classroom activities using various materials. This general discussion can be applied throughout the collection to determine how these materials can be used in ESL/FSL classrooms.

Virtually all the samples in this collection can be integrated into ESL/FSL training. If the collection contains an authentic workplace material that is well-suited to a particular classroom activity suggested in Column 2, this has been noted.

Features of Effective ESL/FSL Teaching	Examples of ESL/FSL Classroom Activities
<p>1. Learners often work in small groups on specific activities to build their vocabulary and improve their grammar.</p>	<ul style="list-style-type: none"> <li>• Ask learners to examine Material Safety Data Sheets (MSDS) regarding the properties and hazards of some common chemicals. They could then divide into two groups. Each group would prepare some simple content questions using these forms. For example: “What do you do if this chemical gets on your skin?” or “What hazard (danger) would you be most worried about if you were using this product? Why?” The two groups could then exchange sheets and answer the questions.</li> <li>• Ask learners to work on specific grammatical points. For example, using the imperfect subjunctive “<i>if you were exposed to this chemical</i>” or “<i>if this chemical were heated to the boiling point,</i>” etc.</li> <li>• See Safety Data Sheet on page 37.</li> </ul>
<p>2. Learners choose cards out of an envelope and respond to an instruction on the card.</p>	<ul style="list-style-type: none"> <li>• Ask learners to read a workplace memo in which many of the ideas are expressed in the passive voice. For example: “Employees are encouraged to . . .”; or “All books are to be returned by Friday.” The instructor then facilitates a discussion to include these questions: “What is the passive voice? How do you identify it? Why is it used?” Learners could then take sample sentences out of the envelope. They would identify whether the sentence is in the active or passive voice and then rephrase it in the opposite voice.</li> </ul>



Features of Effective ESL/FSL Teaching	Examples of ESL/FSL Classroom Activities
3. Learners work on matching exercises.	<ul style="list-style-type: none"> <li>• The instructor takes a glossary of terms from a company manual. It may be necessary to simplify this material, depending on the level of the learners. The instructor mixes the order of the definitions and asks learners to match them with the appropriate terms. This exercise tests reading ability and vocabulary.</li> <li>• See Glossary on page 45.</li> </ul>
4. Learners are sent on action-research activities to collect suggested resources from community contacts.	<ul style="list-style-type: none"> <li>• Ask learners to go to a local shopping mall and collect advertising flyers or product catalogues from shops. In this activity they will use their ability to communicate and to make a request. The learners then discuss the materials they bring back. The instructor can focus attention on particular aspects of the materials by asking questions such as, “How would you order materials using this catalogue?”</li> <li>• See Promotional Advertisements on pages 227 and 231.</li> </ul>
5. Drawings and maps are sometimes used to stimulate discussion.	<ul style="list-style-type: none"> <li>• A bus route map can be used to initiate a discussion about the various parts of the city.</li> <li>• A drawing, such as building plan, can help build questions on following directions.</li> <li>• A blueprint of a garden layout can be used to discuss simple gardening terms such as “brick,” “patio,” or “flowers,” and possibly to discuss dimensions of the layout. Learners</li> </ul>

Features of Effective ESL/FSL Teaching	Examples of ESL/FSL Classroom Activities
5. (cont'd)	<p>could be asked to prepare a simple blueprint of how they would design their own garden, using terms from the real landscaping blueprint.</p>
<p>6. Learners examine the parts of words — prefixes, roots and suffixes — to find the clues to meaning that may be found in the various parts.</p>	<ul style="list-style-type: none"> <li>• The instructor finds a sample text with many polysyllabic words. Since many occupations use a variety of scientific terms, it should be easy to find such material in a manual or a trade magazine. The instructor builds vocabulary development exercises by identifying syllables that provide a clue to meaning and looking for other words using the same word clues. For instance: “If hydrostatic refers to water not moving, what does hydrodynamic mean? What about hydrophobia?” or “If ‘lith’ means ‘stone’ and ‘oid’ means ‘having the form of,’ what does ‘lithoid’ mean? (stone-like) What does ‘humanoid’ mean?” Instructors can vary the difficulty of the examples depending on the level of the class.</li> <li>• See Glossary on page 45, Regulations on page 71 and Collective Agreement on page 75.</li> </ul>

Features of Effective ESL/FSL Teaching	Examples of ESL/FSL Classroom Activities
<p>7. Role-playing is a commonly used feature of ESL/FSL classes.</p>	<ul style="list-style-type: none"> <li>• Learners can read a real accident report involving several workers or a worker and a client. They then role-play the event, performing the various roles leading up to the accident.</li> <li>• Discuss some other workplace situations where accidents can happen. Pair learners for a writing exercise on the imaginary accident, drawing on the parameters in the real report. This may involve devising a new accident report form. Then ask the learners to role-play the accident.</li> <li>• See Accident/Incident Form on page 211.</li> </ul>
<p>8. Learners are asked to compare or contrast. This is an activity that builds cognitive skills in English/French and stimulates discussion and vocabulary development.</p>	<ul style="list-style-type: none"> <li>• Ask learners to make a graph or table of some common classroom occurrence or situation such as how many students were born in each month. Now ask them to prepare that information on a graph using several scenarios of increasing complexity. Explore alternative ways to present the information (bar chart, line graph, pie chart, table). Then ask learners to select a graph from a real workplace (e.g. monthly production graph) and compare it with their own. Ask whether they now have new insight. If so, they can prepare new graphs. Ask learners to bring in graphs and tables from workplaces where they have contacts.</li> <li>• See Graphs and Charts on page 115.</li> </ul>



Features of Effective ESL/FSL Teaching	Examples of ESL/FSL Classroom Activities
<p>9. Learners work collaboratively in a question-and-answer(Q &amp; A) mode to build their skills in questioning and in responding.</p>	<ul style="list-style-type: none"> <li>• Give the learners a form that needs to be filled in, such as a job application. One student asks the questions on the form and the other replies. This can be done both orally and in writing.</li> <li>• Ask learners how they can simplify the form, either in appearance or in content. They can then make a new design.</li> <li>• See Application Form on page 151.</li> </ul>
<p>10. Learners from several ESL/FSL levels are paired so that the advanced learners can work with their less advanced classmates.</p>	<ul style="list-style-type: none"> <li>• More advanced learners can be asked to look at workplace materials, such as lists of tools or equipment or simple entry forms. They then work with a less-advanced partner to explain vocabulary or usage. The advanced learners benefit linguistically from having to make clear explanations, while the less advanced learners often become more comfortable by interacting with classmates who were at their own level only a short time ago.</li> <li>• See Work Order on page 125, Menu Form on page 139 and Inspection Form, Estimate Form on page 131.</li> </ul>

## Learning Disabilities

Educators and trainers may be responsible for meeting the needs of children and adults with learning disabilities. Learning disabilities are the most common form of disability among special needs learners in education and training systems. The Learning Disabilities Association of Canada estimates that approximately 10% of the general population are affected. Can authentic workplace materials be used to develop essential skills among people with learning disabilities? With appropriate adjustments, virtually all the user tips outlined in the write-ups accompanying the materials in the collection can be used.

This section answers the following two questions:

- What are learning disabilities?
- What accommodations should be considered when implementing the user tips in the write-ups accompanying authentic workplace materials and in adapting activities?

The Learning Disabilities Association of Canada adopted the following definition in 1981:

Learning disabilities is a generic term that refers to a heterogeneous group of disorders due to identifiable or inferred central nervous system dysfunction. Such disorders may be manifested by delays in early development and/or difficulties in any of the following areas: attention, memory, reasoning, coordination, communicating, reading, writing, spelling, calculation, social competence and emotional maturation.

Learning disabilities are intrinsic to the individual, and may affect learning and behaviour in any individual, including those with potentially average, or above average intelligence.

Learning disabilities are not due primarily to visual, hearing or motor handicaps; to mental retardation, emotional disturbance or environmental disadvantage; although they may occur concurrently with any of these.

Learning disabilities may arise from genetic variations, biochemical factors, events in the pre- to perinatal period, or any other subsequent events resulting in neurological impairment.

People with learning disabilities have strengths and weaknesses. While instructing, you should make a concerted effort to emphasize the learners' strengths. Many successful people in the workplace have learning disabilities. Learning disabilities do not pose insurmountable barriers to learning and need not prevent individuals from achieving their goals.


Educators and trainers may use various accommodations to facilitate learning among people with learning disabilities. The following list should be considered when implementing the user tips noted in the write-ups accompanying each authentic workplace material and in adapting classroom activities you develop on your own:

- Allow learners to tape-record lectures as needed. The learner may be requested to turn off the recorder during discussions of a personal or sensitive nature.
- Provide oral as well as written instructions.
- Help learners find notetakers/notesharers. Provide a photocopy of overheads or lecture notes if notetakers are not available.
- Minimize distractions whenever possible.
- Do not ask learners to read aloud in class.
- Allow oral or taped presentations in lieu of written assignments.
- Provide clarification on charts, graphs or tables, which may be difficult to interpret.
- Use demonstrations as much as possible when learners do not understand theoretical concepts.
- Provide adequate advance notice for tests and assignments (i.e., at least a week).
- Allow the use of writing tools for in-class assignments, tests and exams (e.g., spelling dictionary, thesaurus, spell checker).
- Allow learners to submit a first draft of assignments before the due date, so that instructors can provide feedback for the final draft.
- Hold periodic meetings with learners to provide feedback on performance.
- Meet with learners one or two days before an exam/test to reduce stress and anxiety.
- Allow learners to use calculators and/or math grids for tests/exams as needed.
- Allow learners to work with peers for in-class assignments.












## 2. A Collection of Authentic Workplace Materials



You are free to make photocopies for education and training purposes. The copyright owners of the materials in this collection have given their permission to distribute them through print and Internet media to Canadian educators and trainers and to international audiences.



Type of Material	Essential Skills			
Application Form	Reading Text, Complexity Level 1		 	
	also			
	Document Use, Complexity Level 2	Writing, Complexity Level 1	Numeracy	Oral Communication
	 	 		

## Application for Registration and Special Mail-in Ballot

### Occupational Information

### Source

#### Administrative Clerks

NOC 1441

#### Job Title: Application Clerk

Application clerks compile, verify, record and process applications in accordance with established procedures, guidelines and schedules.

Office of the Chief Electoral Officer, Elections Nunavut

### Purpose and Use of the Material

The application form enables eligible voters to apply to vote by mail rather than by presenting themselves at a polling station.

### Analysis

- This **form** consists of a title: *Application for Registration and Special Mail-in Ballot*; an area to fill in personal information; a section under the heading *Decla-*

ration; a section under the heading *Office Use Only*; and an address and due date section on the bottom.

- This form has **multiple sections**, yet the written statements are simple to understand. For example, the *Declaration* section, stating the legal requirements to vote, consists of four statements to be signed by the voter. It is straightforward. Background knowledge of voting procedures is not needed to understand the *Declaration*, although some voters may wish to know the legal context in which the word “declaration” is used. Application clerks use **oral communication skills** to clarify concerns voters may have about the form and to respond appropriately to their inquiries.
- Application clerks **assist** citizens who ask for help filling in the form and also **proofread** completed forms. They may have to **cross-reference** information from several sources (e.g., birth certificate) to verify the **accuracy and completeness** of the application. They must also check that all required documents have been included, as described under the *NOTE* heading. Because application clerks must review the application form in tandem with other materials, this process is more complex.
- Application clerks must **enter several pieces of information** on the form and make **calculations**; this also increases its complexity. For example, application clerks must count back 20 days from polling day to determine whether a specific application will be received in the Office of the Chief Electoral Officer of Nunavut on time.

## User Tips



Have the learners compose **skill-testing** or trivia **questions**, requiring simple calculations.

Think of instances where it is necessary to search several different materials to complete a question on a form (e.g., filling in tax forms). Emphasize the importance of using documents at home, as well as in the workplace.



How have the designers of this form made it **user-friendly**? Are there any sections that could have been displayed differently? Think of some aspect of your life where it is necessary to make an application for registration. Now design your own application for registration form.

## Application for Registration and Special Mail-in Ballot

## Demande d'inscription au scrutin spécial par la poste

Family Name / Nom de famille

Given Names / Prénom(s)

Street Address / Adresse

Mailing Address if Different from Street Address / Adresse postale, si différente

Name of Community / Localité

Postal Code / Code postal

Phone Number / Téléphone

Date of Birth (Year/Month/Day) / Date de naissance

Electoral District Name /  
Circonscription électoralePolling Division Number (if known) /  
Section de vote n°Voter Number (if known) /  
N. d'électeur

### DECLARATION / DÉCLARATION

I, the undersigned, declare that:

- I am a Canadian Citizen;
- I will be 18 years of age or older on polling day;
- I have been a resident in the NWT or Nunavut at least 12 months before the day of the election, or have been a resident in Nunavut on polling day; and
- I will not vote by any other means at this election

Je, soussigné, déclare ce qui suit :

- je suis citoyen canadien;
- j'aurai 18 ans ou plus le jour du scrutin;
- j'ai résidé aux T.N.-O. ou au Nunavut pendant au moins les douze (12) mois précédant le jour du scrutin et je serai résidant du Nunavut le jour du scrutin; et
- je ne voterai d'aucune autre façon le jour de l'élection.

Date

Signature of Voter / Signature de l'électeur

NOTE: If you are registering by mail or fax, **attach a copy** of an official document showing your name, address, date of birth and signature, such as a driver's licence or a combination of two documents providing the same information.

NOTE : Si vous vous inscrivez par la poste ou par télécopieur, joignez une copie d'un document officiel indiquant votre nom, adresse, date de naissance et signature. Il peut s'agir de votre permis de conduire ou de deux documents indiquant les renseignements demandés.

Office Use Only / À l'usage du bureau

Date

Signature of Authorized Election Official / Signature du membre du personnel électoral autorisé

This application must be received in the Office of the Chief Electoral Officer of Nunavut, at the following address, no later than 5:00 p.m. on the 20<sup>th</sup> day before ordinary polling day:

Chief Electoral Officer  
Elections Nunavut  
P.O. Box 2249  
Iqaluit, NT X0A 0H0





NUNAVUTMI NIGOAKTOLIKIYIT  
Elections Nunavut  
Elections Nunavut

Cette demande doit parvenir à l'adresse indiquée ci-dessous au plus tard à 17 h, le 20<sup>e</sup> jour précédant le jour du scrutin régulier.

Directeur général des élections  
Elections Nunavut  
C.P. 2249  
Iqaluit, NT X0A 0H0





Type of Material Newsletter	Essential Skills	
	Reading Text, Complexity Level 2	
	also	
	Writing      Numeracy      Finding Information	
		

## Infection Prevention and Control Newsletter

Occupational Information

Source

**Other Medical Technologists and Technicians (Except Dental Health)**

**NOC 3219**

**Job Title: Dietary Technician**

Dietary technicians assist dietitians and nutritionists to plan and supervise food service operations.

Calgary Regional Health Authority

### Purpose and Use of the Material

The purpose of the newsletter is to prevent colds from being spread among people exposed to hospitals. The newsletter informs dietary technicians and others employed by the hospital of the symptoms, transmission, prevention and treatment of the common cold. This information may then be used as an educational resource for patients.

## Analysis

- This two-page newsletter uses several **formatting techniques** to improve its readability. The text is organized using bold face headings, such as *Symptoms of the Common Cold* and *References*. The use of bullets helps to set off the points. The font is large and there is space between the points.
- The complexity of a reading task is determined by both the complexity of the reading material itself and the complexity of how the reading materials are actually used. For example, one user may skim the newsletter. **Skimming** techniques are often used in workplaces to, for example, sort incoming mail or review memos on bulletin boards for items of interest. Another user may scan the newsletter to find out if antibiotics should be used to treat a cold. **Scanning** techniques are often used in workplaces to find specific information needed to solve a problem (e.g., scanning sections of a computer manual). The information found may trigger **searches for more information** from other sources. For example, dietary technicians faced with chronic cold transmission problems may search for further information using one of the referenced books.
- Some **medical terminology** is used, such as *mucous membrane*, *pharyngeal* and *analgesics*. These terms make the reading more complex.

## User Tips



Ensure learners understand **skimming and scanning techniques** using workplace materials that they have collected. Think of everyday situations in which these reading techniques may be applied.

Ask learners to **highlight** medical terms used in the newsletter. Isolate and define the various **prefixes, suffixes and root words** used in them. Describe how understanding the meaning of prefixes, suffixes and root words is helpful in interpreting unfamiliar words.



Brainstorm a list of other infections and diseases that may put both health care professionals and the public at risk. Ask learners to research one item from the list for a writing assignment. Explore differences in form, content and techniques when **writing for different audiences**. Ask learners to write a newsletter for distribution to education or training professionals and learners. Then ask them to write a letter to the school board or training administrator requesting some change that would reduce health risks associated with the infection or disease. Finally, ask them to write a letter to a friend telling him/her about the infection or disease. Invite the learners to discuss how these three tasks differ, considering differences in format, vocabulary, tone, etc. and what it means to **consider the audience** when writing.

Discuss how to use outside sources properly in researching and writing to avoid **plagiarism**. Define plagiarism as unauthorized use or close imitation of the language and thoughts of another author and representing them as one's own work. Discuss the ethical and legal implications of plagiarizing when performing school-related and work-related writing assignments.



Discuss how to **document sources** using, for example, footnotes and brief parenthetical references to a list of "Works Cited." Collect various materials that document sources (e.g., university papers, journals, non-fiction books, trade magazines, financial documents), comparing the different approaches used.

Create **measurement and calculation math problems** using rates and percent for learners to solve. For example: If a cough generates up to 10,000 aerosol particles, how many particles would the class generate if everyone coughed once?





## Infection Prevention and Control Newsletter

Editor-in-Chief Dr. A. Kureishi

### Partners in Prevention



**Foothills  
Hospital**

Vol. 1

No. 1

January 1995

**university  
of Alberta  
hospitals**



### THE COMMON COLD

The common cold is the term used to describe an inflammatory syndrome of the upper respiratory mucous membranes. Although the common cold does not cause life threatening illness, it is the greatest cause of absenteeism in industry and schools. Many viruses cause the cold, including the rhinovirus group, (of which there are over a hundred different immunotypes) coronaviruses, adenoviruses, respiratory syncytial viruses, influenza viruses, and parainfluenza viruses. In addition, the cause of over half of the common colds has as yet not been identified. This etiologic multitude is what stands in the way of finding a cure for the common cold.

#### Symptoms of the Common Cold

- Nasal discharge and nasal congestion are among the most prominent complaints.
- Other symptoms include headache, sneezing, coughing, watery eyes, sore throat, chills and myalgia.
- Some colds cause a low grade fever but significant fever is uncommon in children over 3 years and rare in adults.
- Symptoms usually resolve within 2-7 days.

#### Transmission of the Common Cold

- Large amounts of virus are present in the respiratory secretions of infected persons at the time of illness and can be transmitted when the person talks, coughs or sneezes. A simple cough can generate up to 10,000 aerosol particles, a sneeze nearly 2 million particles.
- Cold viruses are transmitted through respiratory droplets either by direct contact with mucous membranes, or indirectly when hands contaminated with the virus are brought into contact with the eyes, nose, or mouth.

- Cold viruses can travel 1 meter and can survive on skin and environmental surfaces for several hours.
- It takes about 48 hours for a person to develop symptoms after contact with a cold virus. The virus may be present in nasal secretions for a week or longer after the onset of symptoms.

### To Prevent Transmission

- Cover coughs and sneezes with a tissue or hand.
- **Wash your hands after covering coughs, sneezes, after touching eyes, nose or mouth or after using a tissue.**
- Avoid touching your nose, mouth and eyes with your hands.
- If you have a cold, limit your contact with other people.

### Treatment

- Treatment is directed at relieving the symptoms of the cold, and includes rest, drinking hot fluids, and using analgesics, decongestants, and cough suppressants as necessary. Medication directed specifically at nasal, pharyngeal discomfort or cough are likely more effective than all inclusive cold remedies.
- Since colds are caused by viruses, antibiotics are not effective in preventing or reducing the symptoms of an uncomplicated cold.
- Anyone who has a cold accompanied by a significant fever or a persistent productive cough should consult their physician.

### References

1. Benenson AS, editor. Control of Communicable Diseases in Man, fifteenth ed. Washington, DC: American Public Health Association, 1990.
2. Bennett JV, and Brachman PS, editors. Hospital Infections, third ed. Boston: Little Brown and Company, 1992.
3. Mandell GL, Douglas RG, Bennett JE, editors. Principles and Practice of Infectious Diseases, third ed. New York: Churchill Livingstone, 1990.



Type of Material  
Booklet

Essential Skills

Reading Text, Complexity Level 2

also

Document Use

Oral

Communication



## “Polling Day”, an extract from “A Guide for Voters in Nunavut”

### Occupational Information

**Customer Service, Information and  
Related Clerks**

**NOC 1453**

**Job Title: Clerk**

Clerks in elections offices answer inquiries and provide information to the public regarding voting procedures.

### Source

Office of the Chief Electoral  
Officer, Elections Nunavut

### Purpose and Use of the Material

This material is a section of a guide to voting procedures in Nunavut. The specific information under the heading *Polling Day* explains to Nunavut citizens how to exercise their franchise on voting day.



## Analysis

- The material consists of two paragraphs of text, introduced by the heading *Polling Day*. The sentences are brief and direct. There are many pieces of information in the material, yet the vocabulary is relatively simple.
- **Election terminology** (e.g., *counterfoil*, *conceal* and *deputy returning officer*) makes the material more complex. The term *voting compartment* rather than *voting booth* is used and may require some interpretation.
- Information provided under the *Polling Day* heading is concise, easily understood and relevant.
- Clerks **summarize** the text in their own words when explaining information from various parts of the “Guide for Voters in Nunavut” to citizens. Clerks must have thorough knowledge of the guide’s content to respond accurately to specific inquiries. **Oral communication skills** and **reading text skills** are therefore both put to use here.
- The graphic image behind the text may reduce the readability of the material. The text might have been easier to read if the image was separated from the text.

## User Tips



The second paragraph of this extract describes a **procedure**. Think of some activities at home, work or school where it is important to follow procedures (e.g., conducting an assembly, starting up equipment). Pretend a visitor has arrived at your class. Write down precise directions for this visitor so that he or she can complete one of the procedures. Make your sentences brief and informative. Pass your directions on to learners and have them simplify your writing further.

Ask learners to show the procedure as a **flow chart**. Make a booklet of all your classroom procedures for future use.



Look at how to **simplify vocabulary** for readers who may not be familiar with the terms used in the text. As noted above, *voting booth* may be a more common expression than *voting compartment*. Now, is there another way of saying *counterfoil*?

See Appendix B for a black and white master of this material for photocopying.

## Polling Day

You may cast your ballot at the polling station established for the polling division in which you reside. Polls are open between 9:00 a.m. and 8:00 p.m. on polling day.

At the polling station you will receive a ballot paper from the deputy returning officer. The names of the candidates are listed alphabetically on the ballot. Take the ballot to a private voting compartment. Mark your ballot with a cross (X) or other clear mark within the white circle which appears beside the name of the candidate for whom you intend to vote. When you have finished marking your ballot, fold the paper to conceal the mark that you have made and take the ballot back to the deputy returning officer. You may watch as the deputy returning officer removes the counterfoil and deposits your ballot into the sealed ballot box. This procedure ensures that your vote is kept secret.

A GUIDE FOR VOTERS IN MUNAVUT

## Jour du scrutin

Vous devez voter au bureau de scrutin de la section de vote de votre lieu de résidence, entre 9 h et 20 h le jour du scrutin.

À votre arrivée au bureau, le scrutateur vérifie votre nom sur la liste des électeurs et vous remet un bulletin de vote sur lequel apparaît, par ordre alphabétique, le nom des candidats. Vous vous rendez ensuite dans un isolement pour marquer votre bulletin en faisant une croix (X), ou toute autre marque visible, à l'intérieur du cercle à côté du nom du candidat de votre choix. Vous pliez votre bulletin de manière à dissimuler votre vote et le remettez ensuite au scrutateur. Vous pouvez l'observer lorsqu'il détache le talon et dépose votre bulletin dans la boîte de scrutin scellée. C'est une façon de garantir le secret du vote.

## Temps accordé pour voter





Selon la *Loi électorale*, votre employeur doit vous accorder trois (3) heures consécutives pour aller voter pendant les heures d'ouverture des bureaux de scrutin. Si, en raison de la nature de votre travail, vous ne pouvez pas vous libérer pendant trois heures consécutives, votre employeur doit vous accorder le temps qu'il faut pour que vous disposiez de trois heures consécutives. L'employeur a le droit de choisir à quel moment de la journée vous pouvez aller voter; il n'a toutefois pas le droit de retenir quelque somme que ce soit de votre rémunération, ni de vous pénaliser de toute autre manière.

GUIDE À L'INTENTION DES ÉLECTEURS DU MUNAVUT

ප්‍රතිරෝධීය බව, ප්‍රතිරෝධීය බව, බලය, බලය, බලය

4D<sup>9b</sup>CD<sup>9b</sup>4C<sup>9b</sup> σ<sup>9b</sup>4<sup>9b</sup>σ<sup>9b</sup>4<sup>9b</sup> 99.9%

# MALIGAKHAEN VUTIKTUN NUNAVUTMI

<b>Type of Material</b> <b>Rental Contract Form</b>	<b>Essential Skills</b> <b>Reading Text, Complexity Level 2</b> 			
	also			
	<b>Document Use, Complexity Level 1</b> 	<b>Writing, Complexity Level 1</b> 	<b>Numeracy</b> 	<b>Oral Communication</b>

## Golf Car Rental Agreement

### Occupational Information

### Source

**Attendants in Recreation and Sport**

**NOC 6671**

**Job Title: Athletic Equipment Custodian**

Athletic equipment custodians assist patrons, collect tickets and fees, and supervise the use of recreation and sports equipment.

City of Calgary, Parks and Recreation

### Purpose and Use of the Material

This is a contract between two parties (i.e., club/lessor and golfer/lessee). It outlines the fees, rules and conditions for renting a golf car. The contract is activated when signed by the lessee. Both parties are protected by the contract and both could seek legal recourse if the contract is violated.



## Analysis

- The **first section** of the contract includes an area for the lessee's personal information and the details related to the specific rental (e.g., *Amount of Rental*). **Several pieces of information** are required here; however, there is no ambiguity about the information needed. Athletic equipment custodians may have to look up the car number assigned to the specific golf car being rented to enter this information on the form. Responses include writing information on blank lines and checking one of two boxes.
- The **second section** is the **contract itself**, which is in paragraph form. The small **font size** and **dense text** make it difficult to read. The last two paragraphs of the rental agreement provide key information on **rules and liability**. The importance of this information is reinforced by the use of **bold capital letters** and its **positioning** just before the signature line.
- This contract shows how workers draw on a range of **essential skills** in performing job tasks. Athletic equipment custodians use **document use skills** to enter information; **reading text skills** to interpret text; **numeracy skills** to calculate the rental cost; **oral communication skills** to explain the agreement to customers and to answer their questions; and, **writing skills** to enter information on the form. Although the writing skills requirement is simple, accuracy is important if a dispute leads one of the parties to seek legal recourse.
- Initially, athletic equipment custodians would **skim** the Golf Car Rental Agreement. They must **understand all of the details** to explain them to customers. This task is made more complex by the use of **legal terminology**, such as *Lessee*, *incurred*, and *time is made of the essence of this agreement*.
- Athletic equipment custodians may have to **enforce the terms of the contract** when a violation occurs, explaining the relevant parts of the agreement to customers. For example, they may point out the information on damage fees to customers and seek payment accordingly.

## User Tips



Read the rules and conditions outlined in the Golf Car Rental Agreement to **understand the contract in detail**. Define any **legal terminology** for learners. Have learners demonstrate an understanding of the text by explaining the terms and conditions to partners.

Collect other rental agreements used in a broad range of situations (e.g., car rentals, VCR or game system rentals, apartment rentals). **Compare** these contracts with the Golf Car Rental Agreement to point out similarities and differences in legal terminology and regulatory issues covered.





Create **money math problems** for learners to solve. For example: How much would it cost to rent a golf car to play 18 holes of golf per day for five days if the rental fee is \$19.00 per 18 holes? Include the concept of percent by adding in taxes.

*See Appendix B for a black and white master of this material for photocopying.*

**GOLF CAR RENTAL AGREEMENT**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ CASH ☐ CHARGE ☐

Car No.	No. of Holes	Amount of Rental	Date
			/ /

**RENTAL AGREEMENT**

The above numbered Car is hereby leased by the Club to the Lessee for the number of holes of play on the date indicated above. If Lessee retains the said property after expiration thereof, such retention shall be construed as additional rental at the same rate of rental, and under the same terms and conditions as originally contained in this agreement. Said property is not to be removed from the golf course and is to be returned promptly to the Lessor after use. Lessee represents that he is familiar with the use and operation of said property. Lessee agrees to keep said property in Lessee's custody and not to sublease or re-rent the same.

Lessee agrees to keep said property in the same condition as when received. It is expressly understood and agreed that no right of action whatsoever shall accrue to the Lessee for damages of any kind whatsoever, whether to person and/or property, and/or for loss of time and/or other loss or damage, arising from the use of, operation of, or in any way connected with the said property or any part thereof, from whatever cause arising. Lessee agrees to hold all parties free and harmless from all such damage.

Lessee expressly acknowledges personal liability to pay Lessor costs to repair all damages to said property and Lessor's costs including attorney fees incurred in collection of payments due from Lessee hereunder.



The full agreement between the Lessor and Lessee is contained herein, and time is made of the essence of this agreement. The receipt of all above described property, in good order and repair is hereby acknowledged by Lessee.

NOT MORE THAN TWO PERSONS AND TWO GOLF BAGS SHALL BE IN THE SAID CAR AT ANY ONE TIME.

**I hereby agree to pay for any damages that are sustained to the above golf car while in my possession, and I am totally familiar with the operation of same.**

Signature **X** \_\_\_\_\_ Acct. No. \_\_\_\_\_

**Nº 361864**

<b>Type of Material</b> Safety Data Sheet (includes tables, symbols)	<b>Essential Skills</b> Reading Text, Complexity Level 2 also Document Use, Complexity Level 3      Writing      Finding Information	
		

## Material Safety Data Sheet (MSDS)

### Occupational Information

### Source

**Light Duty Cleaners**

**NOC 6661**

**Job Title: Cleaner**

Cleaners clean the lobbies, hallways, offices and rooms of hotels, hospitals, schools, office buildings and private residences.

S. C. Johnson Professional, Inc.,  
Brantford, Ontario

### Purpose and Use of the Material

As part of Canada's Workplace Hazardous Materials Information System (WHMIS) regulations, employers are legally required to provide workers with a Material Safety Data Sheet (MSDS) for each hazardous product used on the job. Cleaners read this particular MSDS when using an industrial cleaning product called Believe Plus One Step Traffic Film Remover to find information on health hazards identification, first aid measures or handling and storage of the product.



## Analysis

- There is a great deal of textual information on this four-page MSDS. The sentences used in the various sections are concise, often starting with action verbs such as *flush*, *absorb* and *sweep*. Each section is limited to one paragraph. Users **scan** the MSDS to locate one or several pieces of relevant information. For example, they may need information on how to store the cleaning product or when to use emergency first aid.
- When the desired information is located, users may wish to find more information from other sources. For example, after reading the reference to inhalation in the *Health Hazards Identification* section, readers may go on to search the *First Aid Measures* section.
- The language used in the MSDS may be challenging to workers who are unfamiliar with WHMIS and the MSDS format. There are some **abbreviations** (e.g., *pH*), **acronyms** (e.g., WHMIS), **scientific terminology** (e.g., *sodium metasilicate*), **codes** (e.g., *D,2B*) and **symbols** (e.g., *93°C*) that require **specialized knowledge**. That is why worker education is a key element of WHMIS requirements, giving workers the opportunity to acquire this specialized knowledge.
- An MSDS is somewhat complex because it includes many pieces of information, organized by **headings**, in this case called *Sections*, with **subheadings**. For instance, *Section 10 - Stability and Reactivity* has six subheadings dealing with stability, hazardous decomposition, hazardous polymerization, etc.
- The complexity of reading text tasks is increased by the need to also use **document use skills**. For example, the document includes both tables (e.g., *Section 2 - Ingredient Information*) and paragraphs of text.

## User Tips



**Collect** different MSDS samples by contacting local companies using hazardous materials. Review and compare the samples with learners. Have them locate specific information regarding health hazards and first aid measures. What are the main dangers of each product? Which product appears to be most toxic? Point out the **design features** of the MSDS that permit an easy comparison of several products.

Discuss **the importance of WHMIS** and the related MSDS in the context of environmental and health concerns. Brainstorm other information which may be useful to include in an MSDS.



**Clarify abbreviations, acronyms, scientific terminology, codes and symbols** section by section to ensure that learners understand the information presented in the MSDS.

Take this opportunity to discuss **definitions** of terms such as *flash point*, *stability* and *hazardous polymerization*.



Review the meaning of the **prefixes** such as *poly* (*polymerization*) and *muta* (*mutagenicity*). Discuss the meanings of the prefixes and identify more common words that begin with the same prefixes and are related.

Have learners write several paragraphs that **summarize** the main points of information presented in MSDS sections. Then have them **apply this information** to a specific MSDS collected from a local company.



MATERIAL SAFETY DATA SHEET

Page 1 of 4

MSDS # 114466001

BELIEVE PLUS ONE STEP TRAFFIC FILM REMOVER

Date Issued: 07Apr1999

Supersedes: 10Mar1999

US MANUFACTURER:  
S.C. Johnson Commercial Markets, Inc.  
S.C. Johnson Professional  
8310 16th Street  
Sturtevant, Wisconsin 53177-0902  
Phone: (800) 725-6737  
MSDS Internet Address:  
www.scjprofessional.com  
Emergency Phone: (800) 851-7145

CANADIAN MANUFACTURER:  
S.C. Johnson Professional, Inc.  
Phone: (519) 756-7900  
1 Webster Street, Suite 100  
Brantford, Ontario N3T 5R1  
Transportation Emergency:  
CANUTEC (collect) (613) 996-6666  
Emergency Phone: (800) 851-7145

HAZARD RATING	HMIS	HAZARD	NFPA	DISTRIBUTED IN CANADA BY:
4-Very High	2	Health	2	S.C. Johnson Professional, Inc.
3-High	0	Flammability	0	Phone: (519) 758-6611
2-Moderate	0	Reactivity	0	1 Webster Street, Suite 100
1-Slight		Special		Brantford, Ontario N3T 5R1
0-Insignificant				

SECTION 1 - PRODUCT IDENTIFICATION

PRODUCT NAME..... BELIEVE PLUS ONE STEP TRAFFIC FILM REMOVER  
REASON FOR CHANGE..... Section 3. Section 4. Section 7.  
PRODUCT USE..... Industrial/Institutional: Cleaning product.

SECTION 2 - INGREDIENT INFORMATION

INGREDIENT	WEIGHT%	EXPOSURE LIMIT/TOXICITY
Tetrasodium Salt of EDTA (CAS# 64-02-8).....	1-5	NOT ESTABLISHED LD50: >630 mg/kg (oral-rat) LC50: >5,000 mg/kg (dermal-rabbit)
Sodium Metasilicate (CAS# 6834-92-0).....	1-5	NOT ESTABLISHED LD50: 847 mg/kg (oral-rat) ; 250 mg/kg (dermal-rabbit)
Sodium Xylene Sulfonate (CAS# 1300-72-7).....	1-5	NOT ESTABLISHED LD50: 2000 mg/kg (oral-rat)
Alkylphenoxy Polyethoxyethanol..... (CAS# 26027-38-3)	5-10	NOT ESTABLISHED LD50: 1,600-2,000 mg/kg (oral-rat) 2,830 mg/kg (dermal-rabbit)
Water (CAS# 7732-18-5).....	60-100	NOT ESTABLISHED

SECTION 3 - HEALTH HAZARDS IDENTIFICATION (Also See Section 11)

ROUTE(S) OF ENTRY..... Eye contact. Skin contact.  
EFFECTS OF ACUTE EXPOSURE:  
EYE..... May cause: Moderate eye irritation.  
SKIN..... May cause: Slight to mild irritation.  
INHALATION..... May cause irritation to nose, throat and respiratory tract.  
INGESTION..... May cause irritation to mouth, throat and stomach.  
MEDICAL CONDITIONS..... Persons with pre-existing skin disorders may be more susceptible  
GENERALLY RECOGNIZED to irritating effects.  
AS BEING AGGRAVATED  
BY EXPOSURE

SECTION 4 - FIRST AID MEASURES

EYE CONTACT..... Flush immediately with plenty of water for at least 15 to 20  
minutes. If irritation persists, get medical attention.

## MATERIAL SAFETY DATA SHEET

Page 2 of 4

MSDS # 114466001

**BELIEVE PLUS ONE STEP TRAFFIC FILM REMOVER**

Date Issued: 07Apr1999

Supersedes: 10Mar1999

## ----- SECTION 4 - FIRST AID MEASURES (continued) -----

SKIN CONTACT..... Flush immediately with plenty of water. If irritation develops, get medical attention.

INHALATION..... If breathing is affected, remove to fresh air. Get medical attention.

INGESTION..... Immediately drink 1-2 glasses of water or milk. Get medical attention.

## ----- SECTION 5 - FIRE AND EXPLOSION INFORMATION -----

FLASH POINT..... > 200°F (> 93°C)

FLAMMABLE LIMITS..... Not applicable.

AUTOIGNITION..... Not applicable.

TEMPERATURE

EXTINGUISHING MEDIA.... Foam. CO2. Dry chemical. Water fog.

SPECIAL FIREFIGHTING... Normal fire fighting procedure may be used.

PROCEDURES

UNUSUAL FIRE AND..... No special hazards known.

EXPLOSION HAZARDS

## ----- SECTION 6 - PREVENTIVE RELEASE MEASURES -----

STEPS TO BE TAKEN IN... Absorb with fuller's earth or other inert materials. Sweep or

CASE MATERIAL IS... scrape up and containerize. Rinse affected area thoroughly with

RELEASED OR SPILLED... water. Wear/use appropriate protective equipment.

## ----- SECTION 7 - HANDLING AND STORAGE -----

PRECAUTIONARY..... CAUTION: MAY CAUSE EYE IRRITATION. Avoid contact with skin, eyes

INFORMATION..... and clothing. KEEP OUT OF REACH OF CHILDREN. FOR INDUSTRIAL USE

ONLY.

OTHER HANDLING AND.... Wash thoroughly after handling. Store in a cool, dry place with

STORAGE CONDITIONS... adequate ventilation. Keep from freezing.

## ----- SECTION 8 - SPECIAL PROTECTION INFORMATION -----

RESPIRATORY PROTECTION. No special requirements under normal use conditions.

VENTILATION..... General room ventilation is normally adequate. Substantial

amounts of mists/vapors can be controlled with local exhaust

ventilation or respiratory protection.

PROTECTIVE GLOVES..... No special requirements under normal use conditions. For

undiluted product: Neoprene. Rubber.

EYE PROTECTION..... Safety glasses with side shields.

OTHER PROTECTIVE..... If major exposure is possible to eyes/skin, wear/use appropriate

MEASURES..... protective equipment.

## ----- SECTION 9 - PHYSICAL AND CHEMICAL PROPERTIES -----

COLOR..... Clear, Orange.

PRODUCT STATE..... Liquid.

ODOR..... Odorless.

pH..... > 12.0

ODOR THRESHOLD..... Not available.

SOLUBILITY IN WATER.... Complete.



## MATERIAL SAFETY DATA SHEET

MSDS # 114466001

Page 3 of 4

## BELIEVE PLUS ONE STEP TRAFFIC FILM REMOVER

Date Issued: 07Apr1999

Supersedes: 10Mar1999

## ----- SECTION 9 - PHYSICAL AND CHEMICAL PROPERTIES (continued) -----

SPECIFIC GRAVITY..... 1.04  
(H<sub>2</sub>O=1)  
VISCOSITY..... Not available  
VAPOR DENSITY (AIR=1).. Not available.  
EVAPORATION RATE (BUTYL Not available.  
ACETATE=1)  
VAPOR PRESSURE (mm HG).. Not available.  
BOILING POINT..... ~ 212°F (~ 100°C)  
FREEZING POINT..... ~ 32°F (~ 0°C)  
COEFFICIENT OF..... Not available.  
WATER/OIL  
PERCENT VOLATILE BY... Not available.  
VOLUME (%)  
VOLATILE ORGANIC..... Not available.  
COMPOUND (VOC)  
THEORETICAL VOC..... Not available.  
(LB/GAL)

## ----- SECTION 10 - STABILITY AND REACTIVITY -----

STABILITY..... Stable.  
STABILITY - CONDITIONS. No special requirements.  
TO AVOID  
INCOMPATIBILITY..... Avoid contact with: Strong acids (eg., muriatic acid).  
HAZARDOUS DECOMPOSITION When exposed to fire: Produces normal products of combustion.  
PRODUCTS  
HAZARDOUS..... Will not occur.  
POLYMERIZATION  
HAZARDOUS..... No special requirements.  
POLYMERIZATION -  
CONDITIONS TO AVOID

## ----- SECTION 11 - TOXICOLOGY INFORMATION (Also See Section 3) -----

LD50 (ACUTE ORAL TOX).. Greater than 5000 mg/kg (rats).  
LD50 (ACUTE DERMAL TOX) Estimated to be greater than 2000 mg/kg. (rat).  
LC50 (ACUTE INHALATION. Not available.  
TOX)  
EFFECTS OF CHRONIC.... None known.  
EXPOSURE  
SENSITIZATION..... None known.  
CARCINOGENICITY..... None known.  
REPRODUCTIVE TOXICITY.. None known.  
TERATOGENICITY..... None known.  
MUTAGENICITY..... None known.

## ----- SECTION 12 - ECOLOGICAL INFORMATION -----

ENVIRONMENTAL DATA.... Not available.

## MATERIAL SAFETY DATA SHEET

Page 4 of 4

MSDS # 114466001

**BELIEVE PLUS ONE STEP TRAFFIC FILM REMOVER**

Date Issued: 07Apr1999

Supersedes: 10Mar1999

## ----- SECTION 13 - DISPOSAL CONSIDERATIONS -----

WASTE DISPOSAL..... Disposal of undiluted product is regulated under environmental  
INFORMATION and transportation laws as a corrosive waste. Observe all  
Federal, Provincial, State and Municipal regulations.

## ----- SECTION 14 - TRANSPORTATION INFORMATION -----

US DOT INFORMATION..... Non Regulated.  
CANADIAN SHIPPING NAME. BELIEVE PLUS ONE STEP TRAFFIC FILM REMOVER  
TDG CLASSIFICATION..... Non-Regulated.  
PIN/NIP..... Not applicable.  
PACKING GROUP..... Not applicable.  
EXEMPTION NAME..... Not applicable.

## ----- SECTION 15 - REGULATORY INFORMATION -----

WHMIS CLASSIFICATION... D,2B;

All ingredients of this product are listed or are excluded from listing on the U.S. Toxic  
Substances Control Act (TSCA) Chemical Substance Inventory.

All ingredients in this product comply with the New Substances Notification requirements  
under the Canadian Environmental Protection Act (CEPA).

This product is not subject to the reporting requirements under California's Proposition 65.

## ----- SECTION 16 - OTHER INFORMATION -----

ADDITIONAL INFORMATION. Use as directed.  
EPA REGISTRATION #..... Not applicable.

## ----- PREPARATION INFORMATION -----

PREPARED BY..... Manufacturer's Technical Support Department. Refer to page 1  
(Manufacturer) for contact information.

This document has been prepared using data from sources considered technically reliable.  
It does not constitute a warranty, express or implied, as to the accuracy of the  
information contained herein. Actual conditions of use and handling are beyond seller's  
control. User is responsible to evaluate all available information when using product for  
any particular use and to comply with all Federal, State, Provincial and Local laws and  
regulations.

PRINT DATE: 05Aug1999



Type of Material  
Glossary

Essential Skills

Reading Text, Complexity Level 2



also

Finding  
Information

Significant Use  
of Memory

## Standard Practice Instruction

Occupational Information

Source

**Waterworks and Gas Maintenance  
Workers**

**NOC 7442**

**Job Title: Gas Maintenance Worker**

Gas maintenance workers check and perform routine maintenance and minor repairs to exterior and underground gas mains and distribution lines.

Centra Gas British Columbia,  
Inc.

### Purpose and Use of the Material

The glossary provides workers with a list of terms used in gas maintenance work and their definitions. Gas maintenance workers use the glossary both during their initial training and later to refresh their memory.

### Analysis

- The **glossary** has 12 pages, adding to its complexity. Only one page of the glossary is included here. The text is presented in a **table**, although the grid lines are



not shown, with the terms in the left column and the definitions in the right column. The terms are listed in alphabetical order, which makes it easy to find them.

- In their initial training, gas maintenance workers read the whole glossary to **learn each term and its definition**. This task is somewhat complex. Relating the terms to equipment used and circumstances encountered on the job also increases the complexity of using the glossary. Once they acquire on-the-job experience, gas maintenance workers refer to the glossary only from time to time to look up one or two terms. This task is less complex.
- Gas maintenance workers may make **consecutive searches** when using the glossary. For example, they might look up the term *gate station* after reading it in the definition of *intermediate pressure line*.
- An outsider may find **work-specific terms**, such as *station by-pass valves* and *gasket*, and **abbreviations**, such as *kPa*, difficult to comprehend without training in gas maintenance. Once these terms have been **memorized** and used in an applied setting, the glossary becomes easier to understand.

### User Tips



Read and learn the definitions provided in the glossary. Create a **cloze exercise** in which learners have to enter the appropriate missing words. This exercise will display the learners' understanding of the glossary terms. If practical, visit a gas maintenance worker's work site to see these terms used in an applied setting.

**Collect an assortment of glossaries**, either published on their own or in the back of text books. Create a set of questions that require learners to search glossaries for the answers.



Some of the terms are difficult to understand because we may understand the words in a different way (e.g., *hot tap*, *header*, *riser*, *station*). What are the **common meanings** of these terms? What is the **technical meaning** given here?

Notice the use of **jargon** in the glossary, such as the term *jeep*. Jargon is commonly used in technical workplaces. Did you know that the term jargon originally meant the twittering of birds? Think about it. Only other birds can understand what they are saying. Similarly, workplace jargon is generally understood only by workers in the occupation. What is the common meaning of the term *jeep*? What is the technical meaning given here? What are some other examples of jargon used in workplaces? What are their meanings?





## STANDARD PRACTICE INSTRUCTION

Index: SPI 0-3-1  
 Page: 4 of 12  
 Effective Date: 1990 10 01

Gas Pipeline Right of Way	A clearly definable strip of land, usually 6 to 18 m in width, which is not fee-owned by the Company but through which, by legal agreement, the fee-holder has granted or sold to the Company the right to establish and maintain one or more pipelines. The owner is restricted from certain activities which could affect the pipeline(s) or access to it (or them).
Gate Station	A pressure-regulating station, possibly inclusive of inlet and station by-pass valves at which gas is taken from the gas transmission line and has its pressure reduced to that of trunk and/or distribution systems being fed.
Header	A pressure vessel pipe with fittings that provides for interconnection of a number of branch pipes.
High Riser	A service riser which is higher than standard.
Hot Tap	Connections made to a main under pressure.
Houseline	Customer's piping: any combination of piping, valves or fittings inside or outside a building used to distribute metered gas; usually all piping downstream of the meter.
Inactive Service	A service from which the meter has been removed and the service piping capped off at the meter location.
Intermediate Pressure Line	A pipeline which includes the outlet valve from gate station and conveys gas to the inlet side of the inlet valve to district regulator station and which operates between 550 kPa and 1900 kPa.
Jeep	The popular name given to the "holiday" detector, and electrical device used for checking the coating on pipe to find any nicks or pinholes in the coating.
Leak Clamp	A clamp used to press and hold tight a gasket against a leaking section of pipe or pipe joint to seal the leak.



<p>Type of Material</p> <p>Collective Agreement / Contract / Schedule (includes table)</p>	<p>Essential Skills</p> <p>Reading Text, Complexity Level 2</p> <p>also</p> <p>Document Use, Complexity Level 3</p>	
		

## Schedule G: Clothing

### Occupational Information

**Public Works and Maintenance Labourers**

**NOC 7621**

**Job Title: Sewer Maintenance Worker**

Sewer maintenance workers perform a variety of labouring activities to maintain sewer systems. They are employed by municipal, provincial and federal government public works departments or by private contractors under contract to governments.

### Source

Canadian Union of Public Employees (CUPE), Local 37

### Purpose and Use of the Material

This schedule is included in a collective agreement. A collective agreement is a contract made between an employer or employers and a union, on behalf of all employees represented by the union, outlining the schedule of wages, rules and working conditions agreed on. In this case the union is CUPE, Local 37. Both parties are protected by the



contract; dispute resolution procedures (e.g., grievance, arbitration) are in place to resolve differences. The schedule outlines the terms and conditions applicable to the issue, care, cleaning, replacement and cost of work clothing. Sewer maintenance workers use the schedule to determine the terms and conditions applicable to their particular job classification.

## Analysis

- This **schedule** begins with a paragraph and a section under the heading *NOTE* outlining the responsibilities of employees and the employer (the City) in reference to clothing issue. Few inferences are required as the text outlines the rules in an informative manner, using clear terms such as *shall* and *require*.
- Readers should be aware that the letters A to G in the **NOTE section** serve to organize the main points. Bullets or the numbers 1 to 7 would serve the same purpose.
- The different pieces of information in this section are **interpreted** according to the employee's job classification. For example, when reading the information in point C, employees determine whether they are required to purchase work boots or whether the employer will provide them, depending on their job classification.
- After the *NOTE* section, there is a list of **abbreviations** and their meanings. While this list would be simpler to use if it were in alphabetical order, little interpretation is needed.
- Each clothing word or term used in the body of the text is immediately followed by its abbreviation in parentheses. In contrast, the table uses the abbreviations only. Employees may have to **cross-reference** the list of abbreviations and meanings on the first page of the schedule several times until they **memorize the meaning** of each abbreviation. This adds to the complexity of using the schedule.
- Some of the clothing items require **specialized knowledge** to understand what they are or what they look like, such as *slicker*, *smock*, *bibs* and *hard hat balaclava*. The distinction between welding gloves and welding mitts must also be understood.
- The second page is a portion of a **three-column table** identifying the clothing entitlement by job classification. It includes job classification numbers under the heading *CLASS*; job titles under the heading *DESCRIPTION*; and, the clothing issue entitlement using abbreviations under the heading *ISSUE*. The table is several pages long, which increases the complexity of using it. Only one page is included here.
- Users must first locate one piece of information in the table, either their job classification number or job title. (They will likely refer only to their job title since this

column (i.e., *DESCRIPTION*) is in alphabetical order and the column listing job classification numbers (i.e., *CLASS*) is not in numerical order.) Next, they refer to the corresponding cell in the third column (i.e., *ISSUE*) to locate the clothing abbreviations. If necessary, they then look up the abbreviations in the list on the first page of the schedule to determine which items of clothing they are entitled to receive. The fact that up to **two consecutive searches** are needed to use the table increases its complexity.

### User Tips



This document provides the opportunity to explain the several **meanings** of the word “schedule.” Many learners may think of schedule as applying to times or duties rather than to a supplement appended to a contract. Explore the meaning of a clothing schedule in the context of a collective agreement. Provide some examples of other possible schedules. Where do schedules usually appear? Do they have any legal or regulatory status?

Look at this schedule in terms of the responsibilities it places on the employer. List them simply in your own words. Now **make a list** of the responsibilities of the employees.



Add **abbreviations** to describe this list of words. Choose abbreviations that most closely represent the words.

What job classifications are required to wear work boots? If learners only look at the information provided in the table, without reference to the information in point C. under the *Note* heading, they may falsely conclude that none of the employees in the occupations listed are required to wear work boots. This shows the importance of reading the whole schedule.



**Lead a discussion** on safety in the workplace.

SCHEDULE G: CLOTHING

The employee shall be responsible for the reasonable care and cleaning of clothing issued under this Schedule. Replacement of clothing items shall be at the discretion of the City, dependent on wear and usage, and upon presentation of former issue for replacement. Employees shall bear the cost of replacement where a former issue cannot be presented. All items of clothing shall be returned upon termination, or the employee shall be deducted the cost of same (last issue only).

NOTE:

- A. All employees required by the City to perform outdoor work in wet weather shall be provided with "rain wear" (RW) as required, as a rack item.
- B. All employees working in wet conditions shall be provided with "rubber boots" (RB), or if due to health restrictions, "rubber overshoes," as required.
- C. Where this Schedule provides for "work boots" (WB), employees shall be required to purchase same and shall be provided with a credit of thirty-five dollars (\$35.00), except Streets Tarkettle Operators and Oil Distributors, who shall have "work boots" provided by the City.
- D. Employees assigned to work in higher classifications shall only receive issues of clothing not referenced in previously worked classifications.
- E. Where this Schedule provides for "appropriate gloves" (AG), this shall be defined as:  
  
leather (roper, unlined) and rubber (gauntlet type)
- F. Where this Schedule provides for coveralls (C), employees may request to replace same with bib and brace overalls, subject to Occupational Health and Safety Regulations regarding protective wear.
- G. All employees required by the City to perform outdoor work in cold weather shall be provided with "Hard Hat Liner" (HHL) or "Hard Hat Balaclava" (HHB).

Abbreviations

C	Coveralls	RO	Rubber Overshoes
AG	Appropriate Gloves	WB	Work Boots
LG	Leather Gloves	SL	Slicker
RG	Rubber Gloves	RW	Rainwear
CG	Cotton Gloves	LA	Leather Apron
WG	Welding Gloves	RA	Rubber Apron
WM	Welding Mitts	PS	Protective Suit
MW	Mitts, Winter	WP	Winter Parka
M	Mitts	DC	Disposable Coveralls
ML	Mitt Liners	NJ	Nylon Jacket
SM	Smock	LJ	Leather Jacket
B	Bibs	LP	Leather Pants
RB	Rubber Boots	LGG	Linesman Gloves
HHL	Hard Hat Liner	HHB	Hard Hat Balaclava

CLASS	DESCRIPTION	ISSUE
052-02696	Plant Operator 3 (WWTP)	C, AG
052-02512	Plant Utilityman (WWTP)	C, AG
052-02923	Playground Equipment Repairman	C, LG
052-02628	Pump Operator (Sewers)	C, AG, Waders, RB, RW
052-02925	Repairman 1	C, AG
052-02926	Repairman 2	C, AG
052-02927	Repairman 3	C, AG
052-02928	Repairman 4	C, AG
052-02929	Repairman 5	C, AG
052-02934	Repairman 6	C, AG
052-02930	Repairman, Fencing	C, AG
052-02257	Safety Patrol Boat Operator	LG
052-02264	Sanctuary Attendant (Parks)	C, AG
052-02276	Senior Facility Attendant (Arena/Athletic Park)	LG, Rack C
052-02256	Senior Safety Patrol Boat Operator	LG
052-02718	Senior Operator (Water Treatment Plant)	C, AG
052-02991	Sewer Maintenance Man	C, AG, Waders, RB RW, RG(winter)
052-02538	Sewer Maintenance Man (Pressure/Vacuum Truck)	C, AG, Waders, RB RW, RG(winter)
052-03424	Sign Painter	AG, SM or A
052-03379	Small Motor Mechanic (F. & S. M. S. D.)	C, LG, CG
	Small Motor Mechanic (Traffic Operations)	C, AG
052-03380	Sm. Motor Mechanic(Field Service-F. & S. M. S. D.)	C, LG, CG, WP, RB
052-00585	Storekeeper (Traffic Operations )	C, AG, WP, Rack WP
052-00584	Storesworker (Traffic Operations)	C, AG, WP, Rack WP
052-02110	Summer Relief Zoo Labourer (Keeper's Helper)	C, AG
052-02965	Sweeper Serviceman	C, LG
052-02545	Thawing Operator (Sewers - Steam)	C, AG, Waders, RB RG (winter)
052-02546	Thawing Operator (WW, Electric & Steam)	C, AG, RB, RG(winter)
052-02541	Timberman	C, AG, RB





## Type of Material

Briefing  
Form

## Essential Skills

Reading Text, Complexity Level 2

also

Document Use,  
Complexity Level 2

## Bath Institution Escort Briefing

## Occupational Information

**Correctional Service Officers****NOC 6462****Job Title: Correctional Officer**

Correctional officers guard prisoners and detainees and maintain order in correctional institutions and other places of detention. They are employed by federal, provincial and municipal governments.

## Source

Bath Institution, Bath  
(Kingston), Ontario

## Purpose and Use of the Material

The Bath Institution Escort Briefing form provides correctional officers with written instructions for escorting inmates and supplements verbal instructions given by a briefing officer. The correctional officer and the briefing officer sign the form to record that the briefing occurred and a copy of the instructions was provided.

## Analysis

- The vocabulary used in the form is relatively simple and most people outside the occupation would understand the language used. Some terms may require some

**specialized knowledge** to be understood. For example, only correctional officers would know how a legal *strip search* is to be conducted. **Abbreviations**, such as *CCO* and *CS*, also require some specialized knowledge.

- The instructions are numbered from 1 to 10. Many pieces of information are located in this relatively simple text. Although only some pieces of information may be related to a specific escort detail, all of the information is important because it includes **rules** that must be followed.
- Because the rules apply to all inmates and are straightforward, the reader does not need to make many inferences. Exceptions are stated in writing under the heading *OTHER CONDITIONS*.
- The form has **blank lines** for entering information and **brackets** for check marks. The reader does not need to search very much for information. Brackets embedded within the text, however, increase the complexity of this form by disrupting the natural flow of the text.
- **Bolding** is used to highlight critical information, such as emergency phone numbers. It is also used to emphasize that a check mark is required to document that a piece of information was covered in the briefing, such as *Escorting officer advised of action to be taken in event of escape or other emergency* ( ).
- The document is made more complex by the use of **asterisks** to highlight information, such as *\*\*All medium security inmates shall be strip searched\*\**. These could be mistaken for references to attachments or footnotes.

### User Tips



This briefing form illustrates how forms can be used to outline responsibilities and procedures. It can be reviewed to note what elements of the form **provide a tone** of urgency, immediacy and consequences. Discuss the use of the words *shall*, *require*, *ensure* and how they help to create the tone. Find other words that contribute to the tone.

Explore **several purposes** of this briefing form. Why do you think it is called a briefing?



Think of materials which state rules for particular procedures, such as fire emergencies or field trips. **Create a form** together as a class listing the rules regarding the procedure. Include several fill-in-the-blank or check mark sections.

**Create a list of categories** under which the information in this briefing form can be grouped and present the information in a different format under the headings you have chosen.



*See Appendix B for a full-length master of this material for photocopying.*

# BATH INSTITUTION ESCORT BRIEFING

## EMERGENCY TELEPHONE NUMBERS

BATH INSTITUTION: 351-8080  
 KINGSTON POLICE: 549-2111  
 OPP KINGSTON: 384-2400

RECEIVING INSTITUTION: \_\_\_\_\_  
 OPP NAPANEE: 354-33690  
 OTHER: \_\_\_\_\_

HOTEL DIEU: 544-3310  
 KGH: 548-3232

DESTINATION ESCORT: \_\_\_\_\_

DATE: \_\_\_\_\_

1. Authority has been received for the removal of the following inmate(s).

NAME: \_\_\_\_\_ FPS: \_\_\_\_\_ NAME: \_\_\_\_\_ FPS: \_\_\_\_\_

NAME: \_\_\_\_\_ FPS: \_\_\_\_\_ NAME: \_\_\_\_\_ FPS: \_\_\_\_\_

under, ( ) Court Order, ( ) Transfer Warrant, ( ) Temporary Absence in the form of: ( ) Security Escort, ( ) Resocialization Escort.

2. You are charged with and shall be responsible for the safe custody and discipline of this (these) inmate(s). You shall under NO circumstances allow inmate(s) in your custody out of your sight hearing or supervision.
3. During escort to outside court, the escorting officer(s) shall follow directions from the judge on application of restraint equipment (appellant court -- no restraint equipment).
4. The escorting officer shall sit directly behind the driver during a security escort in vehicles not equipped with a security shield. This does not apply to driver escorts.
5. All security escorts shall require the application of handcuffs and leg irons. \*\* Firearms & other restraint equipment shall be issued only on instructions from the Warden or officer in charge.\*\*
6. The officer in charge of the escort shall be responsible for searching the vehicle and inmate(s) prior to leaving the institution and upon return. \*\*All medium security inmate(s) shall be strip searched.\*\*
7. Bathroom facilities required by inmates during an escort shall be checked thoroughly prior to use for possible escape routes and concealment of contraband.
8. The escorting officer shall ensure that he/she has a recent photograph of the inmate(s) and that he/she carries suitable identification (I.D. Card) bearing the inmate(s) photograph and other pertinent information as issued by CSC.
9. Every effort shall be made to ensure the safe custody of the inmate(s) under your responsibility and the protection of the public. Escorting officer shall inform the inmate(s) the expected standard of behaviour & sanctions that may be applied to the inmate(s) who exhibit unacceptable behaviour. *(Ranges from a warning to immediate termination of the escort and up to a request for assistance from the local law enforcement agencies).* **Escorting officer advised of action to be taken in event of escape or other emergency ( ).**
10. Additional instructions or special conditions required during an escort shall be provided by the Department of Corrections.



3. During escort to outside court, the escorting officer(s) shall follow directions from the judge on application of restraint equipment (appellant court -- no restraint equipment).
4. The escorting officer shall sit directly behind the driver during a security escort in vehicles not equipped with a security shield. This does not apply to driver escorts.
5. All security escorts shall require the application of handcuffs and leg irons. \*\* Firearms & other restraint equipment shall be issued only on instructions from the Warden or officer in charge.\*\*
6. The officer in charge of the escort shall be responsible for searching the vehicle and inmate(s) prior to leaving the institution and upon return. \*\*All medium security inmate(s) shall be strip searched.\*\*
7. Bathroom facilities required by inmates during an escort shall be checked thoroughly prior to use for possible escape routes and concealment of contraband.
8. The escorting officer shall ensure that he/she has a recent photograph of the inmate(s) and that he/she carries suitable identification (I.D. Card) bearing the inmate('s) photograph and other pertinent information as issued by CSC.
9. Every effort shall be made to ensure the safe custody of the inmate(s) under your responsibility and the protection of the public. Escorting officer shall inform the inmate(s) the expected standard of behaviour & sanctions that may be applied to the inmate(s) who exhibit unacceptable behaviour. *(Ranges from a warning to immediate termination of the escort and up to a request for assistance from the local law enforcement agencies).* **Escorting officer advised of action to be taken in event of escape or other emergency ( ).**
10. Additional instructions or special conditions required during an escort shall be stipulated by the Deputy Warden, CCO, or officer in charge in writing under other conditions. Notify officer in charge of institution or Duty CS upon return of the inmate(s).

**I have read and received a copy of the above instructions and have been briefed on my responsibilities concerning this escort.**

\_\_\_\_\_  
Escort Signature

\_\_\_\_\_  
Escort Signature

\_\_\_\_\_  
Signature of briefing Officer

\_\_\_\_\_  
Date

**OTHER CONDITIONS:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Type of Material  
Brochure

Essential Skills

Reading Text, Complexity Level 3



also

Document Use,  
Complexity Level 1

Writing

Oral  
Communication



## Count on Chem-Dry

Occupational Information

Source

Chem-Dry Canada

**Specialized Cleaners**

**NOC 6662**

**Job Title: Carpet Cleaners**

Carpet cleaners clean carpets using specialized equipment and techniques.

### Purpose and Use of the Material

This brochure promotes Chem-Dry's carpet cleaning product by explaining the benefits of a patented technology called hot carbonating extraction (HCE). Carpet cleaners use this brochure as a marketing tool with prospective customers.

### Analysis

- This extract has three **features**:
  - a narrative, consisting of one long paragraph;
  - a diagram with caption; and
  - a list with six headings.

- Workers in many sales and service occupations use **brochures** such as this to explain product features to customers. As consumers, we use a wide range of brochures to obtain information, often **comparing** products or services for best value. In this brochure, the diagram provides a focal point for **explaining** the heat and carbonation process. The information listed under the six bold headings provides easy talking points.
- **Expressive vocabulary** such as *effervescent*, *explode* and *whisks* helps to create a sense of movement.
- Readers must **choose and integrate information** from several parts of the text to fully understand it. Low-level inferences are required.
- The use of the **acronym** *USEPA* may confuse the reader unless it is spelled out. Readers may **use background knowledge or infer** to determine that the meaning is *United States Environmental Protection Act*. The meaning of the acronym can be deduced from its context.
- This extract shows how important a **diagram** can be in explaining a process. In this case the diagram can be prepared without advanced artistic ability. The diagram is easy to understand; information is obvious and the reader needs no background knowledge to interpret it. The diagram expresses movement, showing popping bubbles of effervescence through the use of tiny star-like symbols. This **visual feature** makes the process more understandable to the reader.

### User Tips



Ask learners to identify and discuss the **features** of *Count on Chem-Dry* that make it an effective advertising tool.

Ask learners to think of processes that could be explained by a simple diagram. It may be a scientific experiment from the chemistry lab or an industrial process used in a local business. After identifying a number of these processes, ask learners to work in pairs to **prepare diagrams**. Explore **techniques** that suggest sound, motion or aroma in the diagrams.

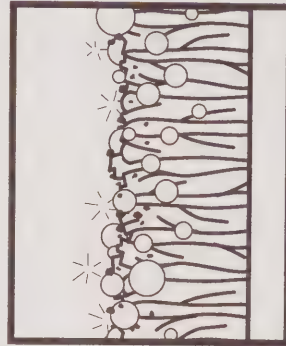


Learners can bring in advertising brochures found in magazines and newspaper supplements or received through the mail. After analyzing the brochures, they can select a subject to use in designing brochures as a class activity. Working in groups, learners can **create their own brochures**, paying attention to the successful features in their examples. They can then test them out with other learners to see if the brochure fully conveys what it is meant to convey. This exercise focuses on both **reading text** and **writing skills**, as well as **innovative thinking** and **artistic expression**.

*See Appendix B for a black and white master of this material for photocopying.*

## Heat and Carbonation Together... A Valuable Invention

Combining heat and carbonation is not as easy as it may sound. The problem is, if you heat a carbonated soda on a hot summer day goes flat. Chem-Dry has created a patented technology that actually allows carbonated bubbles to exist in a hot solution. Two separate solutions are heated to a ready-to-use temperature of 190°—perfect for cleaning. These two solutions are combined just before they hit the carpet fiber. The result of combining these special solutions is an even more powerful carbonating reaction which produces millions of effervescent cleaning bubbles. These hot bubbles explode dirt and stains from the carpet and lift them to the surface where intense vacuum extraction whisks them away. The incredible efficiency of the bubbles allows Chem-Dry to use a fraction of the moisture used by traditional cleaning methods.



*These hot bubbles explode dirt and stains from the carpet and lift them to the surface for easy extraction. Thus, Hot Carbonating Extraction (HCE).*

## Chem-Dry's Carbonated System—A Proven Winner

For more than 20 years, Chem-Dry, the largest, most trusted carpet and fabric care network in the world, has harnessed the power of carbonated solutions to clean carpet and fabrics with amazing effectiveness. Surely, you have heard of using club soda to remove stains. It's the carbonated bubbles that do the work. Active, effervescent solutions literally explode dirt and grime from your carpet and lift them to the surface where they can be removed. The great benefits of this process are deep cleaning, fast drying (one to two hours) and resistance to resoiling.

## Building on the Best

With the past as our foundation, Chem-Dry has taken a quantum technological leap into the future of cleaning. The proven power of carbonation has now been combined with heat and extraction. The new Chem-Dry Hot Carbonating Extraction (HCE) process adds the benefits of hot solutions and powerful vacuum extraction without compromising the advantages that have made Chem-Dry great.

## Heat Makes It Better

Hot water helps rinse away grease and grime. Would you rather clean your greasy dishes in hot water or cold? Chem Dry has adopted this powerful principle and combined it with carbonation and extraction to create a cleaning system that can not be matched.

## Benefits of Chem-Dry Hot Carbonating Extraction (HCE)

- Incredible Cleaning.** Effervescent solutions remove soil all the way from the bottom of the fiber. These buoyant effervescent bubbles do not soak into the backing and pad.
- Fast Drying / Convenient.** The incredible efficiency of the bubbles allows Chem-Dry to use a fraction of the moisture used by traditional cleaning methods. Carpets dry in two hours, not two days.
- Prevents Reappearing Stains.** The carbonating action lifts stains to the surface without flooding the backing and pad.
- Saves you Money by Staying Clean Longer.** No dirt attracting residues are left behind to cause carpets to resoil quickly. This means fewer cleanings and greater value.
- Refreshes New Carpet Fibers.** New fiber technology actually retains its original shape when exposed to heated cleaning solution. The hot carbonating cleaning process fulfills this need without long drying times.
- Healthier Carpets.** The USEPA recommends cleaning your carpets every 12-18 months to remove unhealthy elements. Chem-Dry's low moisture system does a better job of preventing mold, mildew, fungus and bacteria from growing in your carpet because of excess moisture. The hot carbonating solutions made of ingredients copied from nature make Chem-Dry the natural choice.

# Patented Technology





<p>Type of Material</p> <p>Hotel Contract Form (includes tables)</p>	<p>Essential Skills</p> <p>Reading Text, Complexity Level 3</p> <p>also</p> <p>Document Use, Complexity Level 3      Writing      Oral Communication      Problem Solving</p>
--	---

## Contract for Group Accommodation/ Catering Facilities

### Occupational Information

### Source

**Sales Representatives, Wholesale Trade**

**NOC 6411**

**Job Title: Hotel Sales Representative**

Hotel sales representatives sell goods and services to clients and are employed by hotels.

The Coast Bastion Inn,  
Nanaimo, British Columbia

### Purpose and Use of the Material

When completed and signed, this hotel contract form serves as a legally binding agreement between two parties (i.e., hotel and client) outlining the terms and conditions governing the purchase and sale of goods and services. Both parties are protected by the contract and both could seek legal recourse if the contract is violated. Hotel sales representatives complete the contract form in consultation with clients and refer to it when communicating with clients and other hotel staff.

## Analysis

- This contract illustrates the integrated use of **essential skills** in the workplace. For example, users draw on:
  - **reading text skills** to interpret the text in the contract;
  - **document use skills** to use the tables;
  - **writing skills** to enter information on the form; and
  - **oral communication skills** to explain the contract and summarize the key details.
- The language in the paragraphs uses some **legal terminology** (e.g., *liquidated damages*, *acts of God*) that may require explanation. It is important for users to know that these terms affect the interpretation of legal questions arising from the contract. Hotel sales representatives may be required to **explain these terms to clients**.
- This contract is only two pages long but the combination of **check boxes**, **tables** and **relatively dense text** may make it hard to read.
- The information provided in contracts must be **interpreted** in relation to specific situations, such as a client damaging a conference room or a hotel failing to provide services promised to a client. The users of the contract must **understand** the information so that they may **apply** it to particular circumstances.

## User Tips



Use this contract to highlight the role that legal contracts play in our lives. Explore the ways in which a contract confers rights and responsibilities on each party who signs it.

Discuss the **legal importance of contracts**. In what other jobs might you read contracts? What is the subject matter of some contracts you have encountered?



Pretend the class has just opened a new business (e.g., ski resort, dress shop, consulting firm). Discuss what items should be included in contract forms developed for the new business.

Have one learner act the part of a sales representative and explain the contract to another learner acting as the client. Have the “client” ask questions about the contract, as a customer would. This enables learners to practise their **oral communication and problem solving skills**.





Have learners think of and act out situations where contracts may be **interpreted to solve a problem**, such as overbookings or customers demanding their money back. Solve the situations as a class and discuss whether the **contract language** helped to resolve the problem.

*See Appendix B for a full-length master of this material for photocopying.*





Nanaimo

**CONTRACT FOR GROUP ACCOMMODATION / CATERING FACILITIES**

PAGE 1

Date Blocked: February 10, 1999 Sales Person: Wendy Johnson GroupType: Pref. Corporate Group

STATUS: ☐ Proposal ☐ Tentative ☒ Definite ☐ Revised

Organization Name: \*\* ABC Company

Name of Event: Alpha reorganization

Convenor/Contact: Mr. John Smith  
111 One Way Street  
Downtown, BC V6R 2R0

Telephone: (250) 754-1234

Fax: (250) 754-2345

Billing Address: Ms. Susan Jones  
2222 Two Way Street  
Uptown, BC V9Z 1Z1

Telephone: (250) 758-3456

Fax Line: (250) 758-4567

**BEDROOM ACCOMMODATION:**

July/August	July 31	August 1	August 2	August 3	August 4	
STANDARD ROOM	6	9	17	6	CHECK OUT	

TOTAL ROOM NIGHTS BOOKED: 37

**GUESTROOM RATES:**

ROOM TYPE:	SINGLE	DOUBLE	Room, tax & parking to be billed to a Master Account. Individuals responsible for their own incidental charges at check-out.
Standard Guestroom	\$110	\$120	

**CATERING REQUIREMENTS:**

MONTH:	August		YEAR:	1999			
DAY / DATE	FUNCTION	TIME		ROOM	SET UP	NO OF PEOPLE	MEETING ROOM RENTAL
		FROM	TO				
Wednesday, August 1	Executive Meeting	9:30 AM	5:00 PM	Boardroom	310	6	*
Thursday, August 2	Regional Meeting	9:30 AM	5:00 PM	2 Sections of Ballroom	Banquet	60	*
Friday, August 3	Education Day	9:00 AM	5:00 PM	2 Sections of Ballroom Duncan Room	Banquet	70	*
						40	

\*MEETING ROOM RENTAL TO BE NEGOTIATED WITH THE CATERING DEPARTMENT

NOTE: PARKING - \$4.00 PER VEHICLE PER DAY.

PARKING PASS IS VALID FOR 24 HOURS FROM TIME OF ISSUE (TO BE PLACED ON VEHICLE DASH).

Room Rates are net, NON-COMMISSIONABLE, net of all promotional items, quoted in Canadian Funds and subject to Provincial Room Tax of 8% and Federal Goods and Services Tax of 7%; and EXCLUSIVE OF ALL AIRLINE POINTS AND OTHER PROMOTIONS.

1. GUESTROOM RATES quoted are valid and extended for 3 days prior and 3 days following the dates of your function, after which time the Hotel's published room rates will be charged, subject to availability.

2. RESERVATION PROCEDURE

BEDROOMS - COMMODITY

July/August	July 31	August 1	August 2	August 3	August 4	
STANDARD ROOM	6	9	17	6	CHECK OUT	

TOTAL ROOM NIGHTS BOOKED: 37

## GUESTROOM RATES:

ROOM TYPE:	SINGLE	DOUBLE	Room, tax & parking to be billed to a Master Account. Individuals responsible for their own incidental charges at check-out.
Standard Guestroom	\$110	\$120	

## CATERING REQUIREMENTS:

MONTH:	August			YEAR:	1999		
DAY / DATE	FUNCTION	TIME		ROOM	SET UP	NO OF PEOPLE	MEETING ROOM RENTAL
		FROM	TO				
Wednesday, August 1	Executive Meeting	9:30 AM	5:00 PM	Boardroom	310	6	*
Thursday, August 2	Regional Meeting	9:30 AM	5:00 PM	2 Sections of Ballroom	Banquet	60	*
Friday, August 3	Education Day	9:00 AM	5:00 PM	2 Sections of Ballroom Duncan Room	Banquet	70 70 40	*

\*MEETING ROOM RENTAL TO BE NEGOTIATED WITH THE CATERING DEPARTMENT

NOTE: PARKING - \$4.00 PER VEHICLE PER DAY.

PARKING PASS IS VALID FOR 24 HOURS FROM TIME OF ISSUE (TO BE PLACED ON VEHICLE DASH).

Room Rates are net, NON-COMMISSIONABLE, net of all promotional items, quoted in Canadian Funds and subject to Provincial Room Tax of 8% and Federal Goods and Services Tax of 7%; and EXCLUSIVE OF ALL AIRLINE POINTS AND OTHER PROMOTIONS.

1. GUESTROOM RATES quoted are valid and extended for 3 days prior and 3 days following the dates of your function, after which time the Hotel's published room rates will be charged, subject to availability.

## 2. RESERVATION PROCEDURE:

Rooming List ☒ Reservation Card ☐ Individual ☐ \* Reservations/Rooming List to be received by: June 30, 1999

3. **GUESTROOM BLOCK:** The Hotel will review the entire room block with the contracted Group representative at 60 days prior to the group arrival. The Hotel reserves the right to reduce the total block, should the pick up be substantially below the original room block at the time of review. The Hotel reserves the right to review and renegotiate the room rates if pick-up is lower than 80% of the original block. The Hotel reserves the right to renegotiate each time the block decreases.
4. **CONFIRMATION OF RESERVATIONS:** Reservations must be confirmed by no later than 45 days prior to arrival date. Any reservations not confirmed at this time will be automatically released and may be resold by the Hotel. Any additional guestrooms will be provided on a space availability basis, at the regular published Hotel rates.
5. **GUEST ROOM DEPOSITS:** Reservations will not be considered guaranteed in accordance with this agreement until the Hotel has received from the individual guests, a non-refundable room deposit or credit card number for each individual room equal to the room rate plus applicable taxes for one night. Should the room not be guaranteed, the reservation will be released at 4:00 pm on the arrival date. If the room has been guaranteed and the Hotel is not advised of the cancellation prior to 4:00 pm on the day of arrival, the room will be charged to the individual/group.
6. **CANCELLATIONS AND LIQUIDATED DAMAGES:** Under the terms of this Agreement, the Hotel is reserving in the name of \*\*, for room requirements put forth herein. In the event these reserved facilities and services are not used, the Hotel will experience significant monetary losses which will be difficult to calculate due to the uncertainty and cost of obtaining replacement business. Therefore, should the Group cancel the Agreement after June 30, 1999 the Group agrees to pay the Hotel as liquidated damages a charge equivalent to the total value of one night's guest room accommodation reserved for the night of the highest occupancy scheduled by the Group.

11 Bastion Street, Nanaimo, B.C., Canada V9R 2Z9 • Telephone (604) 753-6601 • Fax (604) 753-4155



## CONTRACT FOR GROUP ACCOMMODATION/CATERING FACILITIES

PAGE 2

7. **DAMAGE TO HOTEL PREMISES:** It is agreed that each party shall be relieved of its obligations under this Agreement in the event and to the extent the performance is beyond its control, including without limitation, acts of God, acts or orders of Government authorities, or by fire, flood or explosion, sale of the Hotel, necessary and essential construction, arrest or secure under legal process, strike, lockout or work stoppage or other restraint or labour either partial or general, from whatever cause; but if and when the occurrence or conditions which delayed or prevented such performance shall cease and be removed, it shall be the obligation of the Hotel or the Group, as the case may be, without further delay to commence the correction of such performances or confirm the correction thereof.
8. **PAYMENT ARRANGEMENTS:** Full payment for all services must be received prior to the Groups departure from the Hotel, unless the group has made prior credit arrangements.
9. The Hotel reserves the right to renegotiate the Group Room Accommodation Contract and/or rates if the group's requirements changes significantly after authorized signature is obtained.
10. The entire Agreement is subject to additional Terms and Conditions and any riders that are applicable.
11. **MEETING AND BANQUET REQUIREMENTS:** The Hotel agrees to provide meeting and banquet space for the Group functions as described above. Private function rooms and contractual rental rates are assigned based on the number of guestrooms, number of private food and beverage functions within or outside of the Hotel and number of anticipated attendees at each function at the time the contract is written. The Hotel reserves the right to renegotiate the rates and/or change the assigned function room(s), in the event of one or more functions cancelling or in the event of a decrease in the number of attendees, at any particular function. A sliding scale room rental may be used depending on pick up of reserved guestrooms. The Hotel will review meeting room rental charges if only 90%, of blocked guestrooms are picked up.
12. Additional meeting room requirements above and beyond contracted meeting space are subject to availability at full meeting room rental.
13. "Hold All Function Space" applies to 8:00 AM - 5:00 PM only. Full program required one year in advance.
14. **Function Space** applies to Group identified on the contract. Any space required for satellite and/or third party functions is subject to full meeting room rental.
15. **CANCELLATION AND LIQUIDATED DAMAGES:** The Hotel reserves the right to levy a cancellation fee in the event of a customer cancelling the contract after acceptance by both parties. All cancellations must be received in writing.
16. **FOOD & BEVERAGE FUNCTIONS:** All food and beverage service to the Group within the Hotel premises must be provided by the Hotel in accordance with the Hotel's prevailing prices for such services.
17. **Minimum Guarantees are due by 12 Noon two (2) working days prior to the event.** Payment is due for the guaranteed number or number of attendees, whichever is greater. The Hotel will prepare and set for five percent (5%) above the guaranteed number.
18. **A Labour Charge** will be assessed for plate service meal functions of less than 20 people guaranteed.
19. Signage must be of a professional nature and is restricted to certain areas of the hotel. The use of nails, tacks, staples, tape or confetti is not permitted to be used in the function rooms.
20. The products and equipment are the responsibility of the exhibitor. The Hotel does not provide labour or equipment for moving large items in or out of the premises. Such services may be hired through an outside contractor. Smaller items may be moved upon pre-arrangement with the Banquet Manager, **labour charges will apply.** The Signatory is responsible for any damage to the premises by their guest(s) or independent contractors on their behalf during the time the premises are under their control.
21. Individual event details will be identified on separate Catering Function Contracts, at which time the Catering Function Contract will supersede this agreement.
22. This agreement is subject to additional terms and conditions and any riders that are applicable.

These dates are being reserved tentatively for your group until **February 28, 1999**, at which time we will require a signed copy of this agreement. If confirmation has not been received by this date, the Hotel reserves the right to release the space held in this contract, for resale.

The Group named above declares to engage the facilities and services of the Hotel and the Hotel agrees to furnish



attendees at each function at the time the contract is written. The Hotel reserves the right to renegotiate the rates and/or change the assigned function room(s), in the event of one or more functions cancelling or in the event of a decrease in the number of attendees, at any particular function. A sliding scale room rental may be used depending on pick up of reserved guestrooms. The Hotel will review meeting room rental charges if only 90% of blocked guestrooms are picked up.

12. Additional meeting room requirements above and beyond contracted meeting space are subject to availability at full meeting room rental.
13. **"Hold All Function Space"** applies to 8:00 AM - 5:00 PM only. Full program required one year in advance.
14. **Function Space** applies to Group identified on the contract. Any space required for satellite and/or third party functions is subject to full meeting room rental.
15. **CANCELLATION AND LIQUIDATED DAMAGES:** The Hotel reserves the right to levy a cancellation fee in the event of a customer cancelling the contract after acceptance by both parties. **All cancellations must be received in writing.**
16. **FOOD & BEVERAGE FUNCTIONS:** All food and beverage service to the Group within the Hotel premises must be provided by the Hotel in accordance with the Hotel's prevailing prices for such services.
17. **Minimum Guarantees are due by 12 Noon two (2) working days prior to the event.** Payment is due for the guaranteed number or number of attendees, whichever is greater. The Hotel will prepare and set for five percent (5%) above the guaranteed number.
18. A **Labour Charge** will be assessed for plate service meal functions of less than 20 people guaranteed.
19. Signage must be of a professional nature and is restricted to certain areas of the hotel. The use of nails, tacks, staples, tape or confetti is not permitted to be used in the function rooms.
20. The products and equipment are the responsibility of the exhibitor. The Hotel does not provide labour or equipment for moving large items in or out of the premises. Such services may be hired through an outside contractor. Smaller items may be moved upon pre-arrangement with the Banquet Manager, **labour charges will apply.** The Signatory is responsible for any damage to the premises by their guest(s) or independent contractors on their behalf during the time the premises are under their control.
21. Individual event details will be identified on separate Catering Function Contracts, at which time the Catering Function Contract will supersede this agreement.
22. This agreement is subject to additional terms and conditions and any riders that are applicable.

These dates are being reserved tentatively for your group until February 28, 1999, at which time we will require a signed copy of this agreement. If confirmation has not been received by this date, the Hotel reserves the right to release the space held in this contract, for resale.

The Group named above declares to engage the facilities and services of the Hotel and the Hotel agrees to furnish facilities and services as stated in this Agreement. When signed by a representative of both parties, this Agreement will constitute a definite contract between the Group and the Hotel.

SIGNED BY: The Coast Bastion Inn

Signature: \_\_\_\_\_

Name and  
Title: \_\_\_\_\_

Date: \_\_\_\_\_

WENDY JOHNSON  
SALES MANAGER



Signature: \_\_\_\_\_

Name and Title: \_\_\_\_\_

Date: \_\_\_\_\_





<b>Type of Material</b> Regulations (includes table)	<b>Essential Skills</b> Reading Text, Complexity Level 4  also Document Use, Complexity Level 3 Finding Information  
---	---

## Dangerous Goods Regulations, Airport Handling Manual

### Occupational Information

**Airline Sales and Service Agents**

**NOC 6433**

**Job Title: Cargo Transportation  
Agent**

Cargo transportation agents are part of a team responsible for stowing cargo in both cargo transport and passenger air planes.

### Source

International Air Transport  
Association (IATA)

### Purpose and Use of the Material

This section of the Dangerous Goods Regulations informs cargo transportation agents, and other airline employees, of the factors governing stowage of toxic and infectious substances, loading of radioactive material and accumulation of packages and freight containers.

Analysis

- The use of **decimal headings** is characteristic of regulations, code books, contracts, etc., but may not be familiar to all users. For example, 9.3.11.5 refers to:

Section	9
Subsection	3
Clause	11
Subclause	5

- It could be extended to 9.3.11.5.1.1, which adds the elements of **paragraph** and **subparagraph** to the decimal heading system.
- **Technical terminology** makes the material more complex. Workers need to understand the meaning of words such as *fissile*, *infectious*, *toxic* and *overpacks*, and terms such as *not under exclusive use* and *under exclusive use*. They also need to understand **abbreviations**, such as those used in the rate 2 mSv/h.
- The text is **dense**. Note that standard readability scales may suggest that the text is more difficult for these workers than it really is, since the vocabulary is generally familiar to them.
- The use of headings, subheadings, bold-face type, capitalization and quotation marks all provide some help in **locating specific information**. Readers may **skim** the text to understand the overall meaning and **scan** to locate specific information.
- Reference to a table makes the regulations more complex to use. For example, **document use skills and reading text skills** are used simultaneously when interpreting subclause 9.3.11.3, which refers to *Table 9.3.B Transport Index Limits for Freight Containers and Aircraft*. In this context, the term *Index* refers to information that conveys a relation or proportion of one amount or dimension to another.
- Cargo transportation agents require an **in-depth knowledge** of safe transport principles and regulations. The fact that they make complex inferences to apply this knowledge increases the overall complexity of reading tasks. They **interpret** how the regulations apply to stowing different types of cargo, considering the combination of types being transported on the same plane. Furthermore, the types and combinations of cargo change each day. For example, canisters, dogs and medical waste may be stowed one day; freight containers, foodstuffs and radioactive materials stowed the next day. Interpreting the regulations involves **analysis** and **problem solving**, considering a number of factors relating to safety and availability of space.
- **Finding information skills are used with reading text skills**. The terms of specific articles in the regulations must be **integrated** with information from other parts of the regulations or from other sources. For instance, cargo transportation

agents use **search tools**, such as a glossary of terms, index and table of contents. They may also look at a Material Safety Data Sheet for information on transportation.

- Using this material involves **synthesizing information** from multiple sources or from complex and lengthy texts, making **complex inferences** and using **general background knowledge**.

### User Tips



Ensure learners understand how to create **decimal headings** for regulations. Pick a familiar subject and ask learners to make up some regulations for it, organizing them using decimal headings. Possible topics are: Rules for Doing Homework; Safety Regulations for Using the Propane Barbeque; and Regulations for Car Pooling to Work.

Introduce learners to the **purpose** and **structure** of an index using the *Transport Index Limits for Freight Containers and Aircraft*. Think of some **commonly known indexes** such as the Consumer Price Index and the Dow Jones Average. Explain how to interpret them. You could also introduce them to the index at the back of a book, the most commonly used meaning of the term.



Ensure learners understand how to create and interpret **tables**. Ask them to find some tables at home (e.g., preparation table on a box of Cream of Wheat) and bring them to class for discussion. Adult learners could be asked to find tables in technical books and to explain them. Learners could then prepare tables of their own, either singly or in groups.

Ensure learners understand how to build a **personal glossary**. What words, terms and concepts could be listed in a glossary?



Make up a **list** of possible cargo and apply the regulations. For instance, can animals be transported in the same compartment as toxic substances? What exceptions apply?





Dangerous Goods Regulations

9. HANDLING

both sides and with minimum dimensions of 148 x 210 mm (5¾ x 8¼ in). The primary hazard class(es) or division(s) of such dangerous goods must be visibly indicated on this tag. The tag must be removed from the unit load device immediately after the dangerous goods have been unloaded.

**9.3.8.2** If the unit load device contains packages bearing the "Cargo Aircraft Only" label, the tag must indicate that the unit load device can only be loaded on a cargo aircraft.

△ **9.3.9 Stowage of Toxic (Poisonous) and Infectious Substances**

Substances requiring labels of Class 6 (toxic or infectious substances) must not be stowed in the same compartment with animals, substances marked as or known to be foodstuffs, feed or other edible substances intended for consumption by humans or animals. This does not apply if either the poisons or infectious substances and the foodstuffs or animals are loaded in separate unit load devices and, when stowed aboard the aircraft, the unit load devices are not adjacent to each other or, the poisons or infectious substances are loaded in one closed unit load device and the foodstuffs or animals are loaded in another closed unit load device.

**9.3.10 Loading of Radioactive Material**

**9.3.10.1 Limitation of Exposure of Persons to Radiation:** The radiation exposure of loading personnel must be as low as reasonably achievable and must be so controlled that no person is likely to receive a radiation dose greater than that permitted for members of the public.

**9.3.10.2** In order to maintain the principle of keeping exposure to radiation as low as reasonably achievable, packages of radioactive materials should be stored as far away from passengers and crew as possible, e.g. on the floor of underfloor compartments or in the furthestmost end of main deck compartments. The separation distances shown in Tables 9.3.C and 9.3.D are the minimum values and greater distances should be used where feasible.

**9.3.10.3 Loading:** Packages having a surface radiation level greater than 2 mSv/h (200 mrem/h) must not be carried by air except by special arrangement.

**9.3.10.4** Any package or overpack having a transport index greater than 10 must be transported only under exclusive use.

**9.3.10.5** Type B(M) packages and consignments under exclusive use must be carried on cargo aircraft only.

**9.3.10.6** Unless otherwise specifically required by the competent authority in an applicable approval certificate, package with an average surface heat flux not exceeding 15 W/m² (1.4 W/ft²) must not be overstowed with other cargo. Where the surface heat flux of the package, whether with a freight container or not, exceeds 15 W/m² (1.4 W/ft²) the stowage must be in accordance with the requirements given in the competent authority approval certificate.

**9.3.11 Accumulation of Packages and Freight Containers**

STATE VARIATION: USG-10  
OPERATOR VARIATIONS: AS-04, SV-03, VP-01

**9.3.11.1** Except in the case of shipment under special arrangement, mixing of packages of different kinds of radioactive materials, including fissile material, and mixing of different kinds of packages with different transport indices is permitted without specific competent authority approval. In the case of shipments under special arrangement, mixing is not permitted except as specifically authorized under the special arrangement.

**9.3.11.2** Loading of freight containers and accumulation of packages, overpacks and freight containers must be controlled as follows. The separation distances required by 9.3.12 and 9.3.13 also must be maintained.

**9.3.11.3** The total number of packages, overpacks and freight containers aboard a single aircraft must be so limited that the total sum of the transport indices does not exceed the value shown in Table 9.3.B, except that for consignments of LSA-I material there is no limit on the sum of the transport indices.

**9.3.11.4** The radiation level under conditions likely to be encountered in routine transport must not exceed 2 mSv/h (200 mrem/h) at any point on the external surface of the aircraft and 0.1 mSv/h (10 mrem/h) at 2 metres from any point on the external surface of the aircraft.

**9.3.11.5** For fissile materials carried under exclusive use, if the transport index of the freight container or of the aircraft exceeds 50, the consignment must be so handled and stowed that it is always separated from any other package, overpack or freight container carrying radioactive material by at least 6 m (20 ft). The intervening space between groups may be occupied by other cargo provided the arrangements are controlled only by the shipper.

**TABLE 9.3.B**  
**Transport Index Limits for Freight Containers and Aircraft**

Type of freight container or aircraft	Maximum total sum of transport indices			
	Not under exclusive use		Under exclusive use	
	Non-fissile material	Fissile material	Non-fissile material	Fissile material
Freight container — small	50	50	—	—
Freight container — large	50	50	No limit	100*
Passenger aircraft	50	50	—	—
Cargo aircraft	200	50	No limit	100

\* The total sum of transport indices for the aircraft must also not exceed 100.




**Note 1:** For Passenger Aircraft, not under exclusive use, the total sum of Transport Index of Fissile and Non-fissile material must not exceed 50 T.I.

**Note 2:** For Cargo Aircraft, not under exclusive use, the total sum of Transport Index of Fissile and Non-fissile material must not exceed 200 T.I. of which the maximum fissile content is 50 T.I.

6. RADIOACTIVE MATERIAL

7. MARKING AND LABELLING

8. DOCUMENTATION

<b>Type of Material</b> Contract/ Collective Agreement	<b>Essential Skills</b> Reading Text, Complexity Level 4	
	also	
	Document Use, Complexity Level 3	Numeracy
		Oral Communication
		

## Article 35: Classification/ Article 36: Adjustment of Disputes

### Occupational Information

### Source

#### Personnel Clerks

**NOC 1442**

#### Job Title: Personnel Clerk

Personnel clerks assist personnel officers and human resources specialists. They compile, maintain and process information relating to staffing, recruitment, training, labour relations, performance evaluations and classifications.

Iqaluit Housing Authority

### Purpose and Use of the Material

These clauses are part of a collective agreement, which is a contract made between an employer or employers and a union on behalf of all employees represented by the union. The agreement outlines the schedule of wages, rules and working conditions agreed on. Both parties are protected by a collective agreement; dispute resolution

procedures (e.g., grievance, arbitration) are in place to resolve differences. These clauses outline the terms and conditions governing classification and adjustment of disputes.

Personnel clerks use various clauses in collective agreements to process, verify and register documentation relating to personnel activities (e.g., staffing, grievances and classifications). They may also use them in responding to employee inquiries about interpreting the provisions of the collective agreement in relation to specific situations.

## Analysis

- This **collective agreement** is lengthy; however, the text is **organized** into articles, each with its own heading, such as *Classification* and *Adjustment of Disputes*.
- The use of labour-relations **terminology**, such as *grievances* and *arbitration*, increases the complexity of the reading task. Also, contract language has very precise **legal connotations**, conveyed in words such as *shall* and *may*. Personnel clerks often explain the meaning of various articles and clauses to employees in **clear language**.
- The use of **decimal headings** to organize information is characteristic of collective agreements, regulations, code books, etc., but may not be familiar to all users. For example, 35.01 is articulated as Article 35, Section 1. Readers must use these headings to **move back and forth** in the collective agreement. For example, Article 36, Section 07 (i.e., 36.07) refers the reader back to 36.03.
- Personnel clerks require **specialized knowledge** of labour relations to interpret how the contract applies to particular situations. This may require them to make **complex inferences**, increasing the overall complexity of their reading tasks. For example, some of the questions raised by employees are ambiguous and require careful interpretation. They may have to **refer to grievance decisions** in interpreting articles in which the intent is not clear. The personnel manager may be consulted in such situations.
- The collective agreement may be **evaluated** for accuracy and omissions as its limitations become apparent when dealing with particular situations. This information will be used in preparing for the next round of collective bargaining.

## User Tips



Why is a **contract** between an employer and a bargaining agent for employees called a collective agreement? Discuss how contracts involve obligations on both sides. Think of different types of contracts and explore the rights and responsibilities of both parties.

**A collective agreement is one type of contract.** Gather some examples of other types of contracts used in workplaces. Translate their provisions into layperson terms for a partner. Based on your summary, can your partner understand what you conveyed to him or her? If points are unclear, revise them to convey the information more clearly.



Explore how learners may resolve disputes among their peers. Are there any limitations in not having a formal, written **dispute-resolution procedure**? Are there any procedures which bear a similarity to a collective agreement? Identify the steps learners can take in describing and presenting a dispute. Have them **summarize** these steps in their own words, then **write a report** describing a fictional dispute between two parties.

Identify various industries and jobs in which the employees are typically represented by a **union** (e.g., auto industry, teachers). Discuss the role of unions in society.



Discuss the **decimal heading system** used in this collective agreement. Get learners to bring in materials with complex headings (e.g., regulations, code books). Make sure to find some examples of articles which have both **sections and subsections**. Don't forget to include Roman Numerals which are often used in legal documents. Compare them and discuss their relative strengths and weaknesses.

Obtain a collective agreement and copy the wage schedule. Create **money math problems** for the learners to solve. For example, how much money would an employee earn if he/she worked 35 hours at the rate set out in the collective agreement? How much money would be deducted for income tax if taxed at a rate of 30%?





**ARTICLE 35**

**CLASSIFICATION**

- 35.01 During the term of this Agreement, if a new or revised classification standard is implemented by the Employer, the Employer shall before applying the new or revised classification standard, negotiate with the Union the rates of pay and the rules affecting the pay of employees for the classification affected. If the parties fail to reach agreement within sixty (60) days from the date on which the Employer submits the new or revised standard to the Union, the Employer may withdraw the proposed classification and may resubmit their proposal or the Employer may apply the new rates of pay and the Union may refer the matter to arbitration. The arbitrator's decision will be retroactive to the date of application of the new rates.

**ARTICLE 36**



**ADJUSTMENT OF DISPUTES**

- 36.01 Grievances shall be settled according to the following procedures for adjustment of disputes and arbitration
- 36.02 If he so desires, an employee may be assisted and represented by the Union when presenting a grievance at any level.
- 36.03 An employee who wishes to present a grievance at any prescribed level in the grievance procedure, shall transmit this grievance in writing to the first level of management stating the matters giving rise to the grievance, provisions of the Agreement violated, and the redress sought. The Employer shall provide a receipt for the grievance.
- 36.04 A grievance of an employee shall not be deemed to be invalid by a reason only of the fact it is not in accordance with the form supplied by the Employer.
- 36.05 Except as otherwise provided in this Agreement a grievance shall be processed by recourse to the following steps:
- (a) First Level (Assistant Secretary Manager or Maintenance Supervisor)
  - (b) Second Level (Housing Manager)
  - (c) Final Level (Arbitration)
- 36.06 The Union shall have the right to consult with the Employer with respect to a grievance at each or any level of the grievance procedure.
- 36.07 An employee may present a grievance to the first level of the procedure in the manner prescribed in Clause 36.03 not later than fourteen (14) calendar days after the date on which he is notified orally

Equal Housing Authority Expires March 31, 2002





<p>Type of Material</p> <p>Hazard Symbols</p>	<p>Essential Skills</p> <p>Document Use, Complexity Level 1</p> <p>also</p> <p>Reading Text, Complexity Level 2</p>  
---	---

## “Hazard Symbols and What They Mean” Zehrs Markets - WHMIS Employee Information Handout

### Occupational Information

### Source

Zehrs Markets, Guelph, Ontario

**Cashiers**  
**NOC 6611**

#### **Job Title: Grocery Store Cashiers**

Grocery store cashiers record and receive payment from customers in grocery stores for the purchase of goods.

### Purpose and Use of the Material

This document is a cashier’s personal reference to understanding the Workplace Hazardous Materials Information System (WHMIS). WHMIS is rooted in legislation requiring employers to give employees information and education about the hazardous materials with which they work. This particular section presents the hazard symbols and what they mean.



## Analysis

- The document consists of brief text combined with symbols. A **symbol** is a stylized visual image that represents an object, process, abstraction, etc. The WHMIS uses standardized hazard symbols placed within circles. Other types of symbols are typically used at work, school or home, such as: ☺, ☎, \$, &, -, +, =, >.
- For the most part, the symbols are easily interpreted because they **resemble what they represent**. For example, the symbol representing compressed gas looks like a gas canister; the symbol representing flammable and combustible materials looks like fire. The accompanying text sometimes provides examples of materials, such as *Helium* and *Propane*, to further illustrate **the meaning** of the hazard symbols.
- Because of the concrete nature of the symbols, minimal inference is required to understand this document. Nevertheless, some **specialized knowledge** may be required to interpret less commonly seen symbols (e.g., representing *Class D<sup>3</sup>* and *E*).

## User Tips



Have learners examine the symbols on this document. Determine which symbols are the easiest to interpret and which ones are more difficult. Why are these symbols difficult to understand? What is the rationale behind the design of the present symbols? In the case of the most difficult symbol, brainstorm as a class and **design a symbol** that may be more effective than the existing one.

Look around the classroom and note any dangerous products in the room, such as paint or cleaning compounds. What is the correct symbol to warn people of this hazardous material? Determine what part of the school would contain the greatest number of hazardous materials and prepare a list of these items, with the correct symbol beside each of them.



Look up the meaning of the words *flammable* and *inflammable*. Why is it confusing that these two words are **synonyms**? What is the **antonym**? (non-flammable)

Instructors may want to present information on related safety data materials, such as **Material Safety Data Sheets (MSDS)**, which provide detailed information on the hazards of specific products, such as chemicals or gases.

**Obtain several MSDS** from local businesses and examine them in class.

Prepare questions that focus on finding various types of information. Have learners draw all the hazard symbols that apply to a particular MSDS.



Look at the cartoons in the *Employee Information Handout*. How does **humour** help to emphasize the information being presented? Get the learners to locate other examples of the use of humour for serious subjects.

*See Appendix B for a black and white master of this material for photocopying.*



## WHMIS

### EMPLOYEE INFORMATION HANDOUT

## WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM

### INTRODUCTION

This pamphlet is your personal reference guide to understanding WHMIS. Zehrs has provided the pamphlet, video, training, product labels and material safety data sheets.

As an employee, it is your responsibility to understand how to read the WHMIS labels and M.S.D.S. and to know the location of the M.S.D.S. binder.

### THINK SAFETY! WORK SAFELY!

### Table of Contents

1. WHMIS - What's It All About
2. Hazard Symbols
3. Supplier Label
4. Workplace Label
5. Material Safety Data Sheets
6. Hazardous Materials Used At Zehrs
7. Safety Policy

1158505 (06/98)

## 1. WHMIS... WHAT'S IT ALL ABOUT ANYWAY?

The letters WHMIS stand for the words **WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM**. It is a Canada wide system designed to give employees information about the hazardous materials they work with.

It was developed jointly by Federal and Provincial governments, Industry and organized Labour. Legislation was passed on October 31, 1988.

Because WHMIS provides information only on the products we work with and not the products we sell, it is very important to use products specifically supplied by Zehrs. Do not remove product from the shelf to use for cleaning purposes in the store.

## 2. HAZARD SYMBOLS AND WHAT THEY MEAN

### CLASS A: COMPRESSED GAS

A substance that at room temperature (20°C) is in a gaseous state and kept under pressure. ie. Helium, Propane



### CLASS B: FLAMMABLE & COMBUSTIBLE MATERIALS

A solid, liquid or gas that will ignite and continue to burn if there is a source of ignition. ie.. Dustbane Expo Liquid Glass Cleaner.



### CLASS C: OXIDIZING MATERIAL

This is a substance that will cause another substance to burn. ie. Chromic Acid.



### CLASS D: POISONOUS AND INFECTIOUS MATERIALS

#### CLASS D<sup>1</sup> *Materials Causing Immediate and Serious Toxic Effects*

These are materials that cause harmful health effects, including death within a short period of time after exposure.



#### CLASS D<sup>2</sup> *Materials Causing Other Toxic Effects*

These are materials that cause harmful health effects days, months or years after one or more exposures. Materials which can cause cancer are included here.



#### CLASS D<sup>3</sup> *Biohazardous Infectious Materials*

An organism or its toxins that may cause serious infectious disease.



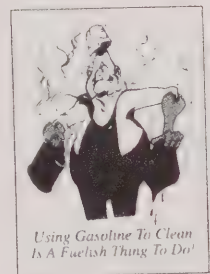
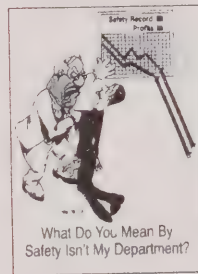
### CLASS E: CORROSIVE MATERIAL


A substance that will erode steel or aluminum or destroy animal tissues. ie Foamze Liquid Degreaser.



### CLASS F: DANGEROUSLY REACTIVE MATERIAL

A material which will react with water to produce a poisonous gas or which will undergo a reaction if the container is heated, pressurized or agitated.



Type of Material	Essential Skill	
Adhesive Label/ Sticker; Seal	Document Use, Complexity Level 1	

## “Not Legal for Trade until Inspected” Label / Tested Seal

### Occupational Information

### Source

#### Other Repairers and Servicers

NOC 7445

#### Job Title: Scale Repairer

Scale repairers repair and service scales.

Scaleco, Incorporated

### Purpose and Use of the Material

The adhesive label, often called a sticker, and the seal inform the public about the status of scales according to the *Weights and Measures Act*. The *Not Legal for Trade until Inspected* label is placed on the indicator/readout of the scale. It is placed there when the scale is set up and operational but the government has not yet inspected it for certification.

The *Tested* seal tells consumers that a scale has been tested and approved by a scale service provider, in this case, Scaleco, Inc. Scale repairers place this seal on the scale, along with the *Not Legal for Trade until Inspected* sticker, when they test the scale but the government has not yet inspected it for certification.

### Analysis

- In the workplace, **adhesive labels/stickers** convey a wide range of information and are often affixed to equipment, machinery, safety hats, etc. **Seals** are embossed emblems used as evidence of an approval, a document's authenticity or a



confirmation. They are typically made using a device impressed on paper (e.g., legal documents, diplomas) or wax (e.g., signet ring). In the workplace, seals are often associated with **inspection and certification processes**.

- Adhesive stickers and seals are different from most other documents, owing to their **composition** and **small size**. They play an important part in setting forth restrictions or limitations that must be met according to the requirements of relevant acts or regulations.
- Both the *Not Legal for Trade until Inspected* adhesive sticker and the *Tested* seal contain few pieces of information. This makes them simple to use. On each, a **brief text** is plainly presented. For example, on the sticker there is the Scaleco logo, the title of the sticker and Scaleco's address. On the seal, there is the Scaleco logo, the title of the seal and a wheel of information indicating the year and month.
- Visual characteristics such as font size, line, shape and colour highlight the information on the sticker and seal. For example, the *Tested* seal is gold, circular and has jagged edges. These **design characteristics** call attention to the seal, suggesting that it is important.
- In preparing the *Tested* seal for placement on the scale, scale repairers **punch** the seal to indicate the year and month the scale was tested. Presenting the information in this obvious manner requires minimal **inference**.
- Most outsiders could interpret the adhesive sticker and seal without prior knowledge of the content.

### User Tips



Think of other occupations where a **punch** is used to show a particular time or status. Why is this an effective method of showing information?

Adhesive stickers and seals are sometimes used to **display requirements mandated by law or to confer a particular status**. What is the Great Seal of Canada? Can you think of other contexts where adhesive label stickers and seals have an important role?



Think of different types of adhesive stickers or seals and purposes for using them, such as price tags and quality control seals of approval. **Design several adhesive stickers or seals** for these purposes. Vary the shape, use of line, colour, text and form of the documents. **Evaluate** each other's work to determine the best option for the application.

Brainstorm to create a list of workplaces in which adhesive stickers or seals are used to convey information. Collect samples of these if possible. Have learners **design their own adhesive stickers or seals** based on places they have worked or would like to work. Acknowledge the skill of creating a document from start to finish and its value in the workplace.



*See Appendix B for a black and white master of this material for photocopying.*


1535 Frederick Street  
Brandon, MB. R7A 6Z6  
Phone: (204) 729-3825  
Fax: (204) 726-5875

**SCALECO**



*Not Legal for Trade until Inspected*



<b>Type of Material</b> <b>Form/</b> <b>Time Sheet</b>	<b>Essential Skills</b> <b>Document Use, Complexity Level 1</b>			
	also			
	Writing, Complexity Level 1	Numeracy	Significant Use of Memory	Working with Others
				

## Crew Card

### Occupational Information

**Public Works and Maintenance  
Labourers**

**NOC 7621**

**Job Title: Road Maintenance  
Labourers**

Road maintenance labourers perform a variety of labouring activities to maintain sidewalks, streets and roads.

### Source

Operations Division, City of  
Cumberland, Ontario

### Purpose and Use of the Material

The *crew card* is used to record key information about the work performed by each member of the crew including the kinds of activity, equipment used, time taken, mileage to the work site, etc. Road maintenance labourers complete the forms and employers use them to calculate regular pay and overtime and to track the use of materials and vehicle mileage.



## Analysis

- **Time sheets**, such as this *crew card*, are commonly used workplace forms because every employer has a system to track the time worked by hourly-paid employees. They are used in many different job contexts, from industrial to retail.
- This particular *crew card* has been completed by an employee. It contains mainly **numeric information**, along with limited use of simple **explanatory words**, such as *service* and *yard*, and **abbreviations**, such as *W.O.* (i.e., work order). Activities may be given **alphanumeric codes** for greater precision and brevity. The use of **numbers and codes** economizes on space and makes entries easier to read than they would be if all of the information was written out in words. Information entered in the *LOCATION/SECTION No.* column takes the form of words or numbers (e.g., *yard, WO 78-75-69*). Regular and overtime hours are recorded using whole numbers and fractions and then totaled.
- Under the *Service* heading users **record problems** and reasons why the work was not fully completed — e.g., construction delays. Under the heading *Material*, users record the quantity of material (e.g., salt, sand) used in an operation.
- This form is relatively easy to use once the worker has **memorized** the codes and mastered the numbering system. The completed form may be difficult for outsiders to use because they are unfamiliar with the codes.

## User Tips



Show learners how to **make up code numbers** to represent common activities. Working in teams, have them make up **a system of codes** to describe their school subjects or extracurricular activities (e.g., drama or sports) and **design a form** to record the information. Have each learner **enter information** about the in-class time (regular time) and after-class time (overtime) spent on each activity the day before. Learners could make the form more complex by including other types of information. Through this activity they would:

- learn how to develop codes to represent information;
- learn how to draw up or design a form; and
- practise summarizing numerical information.

Collect the completed forms from the above activity to use as a **database** that may be analyzed. Create **data analysis math** questions. For instance, were there any **patterns** that emerged for regular or overtime hours? What was the **average time** spent on an activity?



## CITY OF CUMBERLAND -- OPERATIONS DIVISION CREW CARD

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME: \_\_\_\_\_



<b>LABOUR</b>				
ACTIVITY	EQUIPMENT #	LOCATION/SECTION No.	REG HRS	O.T. HRS
<b>TOTALS</b>				

<b>MILEAGE</b>	Truck #: _____	Mileage out: _____	Mileage in: _____
	Truck #: _____	Mileage out: _____	Mileage in: _____

<b>SERVICE</b>
REMARKS _____

<b>MATERIAL</b>	ACTIVITY	LOCATION/SECTION No.	DESCRIPTION



<p>Type of Material</p> <p>Work Order</p>	<p>Essential Skills</p> <p>Document Use, Complexity Level 2</p> <p>also</p> <p>Reading Text, Complexity Level 1</p> <p>Oral Communication</p>  
---	---

## Maintenance Request Form

### Occupational Information

**Janitors, Caretakers and Building Superintendents**

**NOC 6663**

**Job Title: Caretaker**

Caretakers clean and maintain the interior and exterior of commercial, institutional and residential buildings and their surrounding grounds.

### Source

Holiday Inn, Mississauga, Ontario

### Purpose and Use of the Material

The purpose of the *Maintenance Request Form* is to provide maintenance staff with details regarding work to be completed.

### Analysis

- The *Maintenance Request Form* is relatively simple to use. Though it contains many pieces of information, they are organized by **headings**, such as *Date*, *Other Information* and *Who Made the Request?* There are three different **coloured copies** of the form and users must follow the directions for distributing the copies.



- *Maintenance Request Forms* are initially filled out in part by maintenance superintendents. They typically use straightforward language, avoiding technical terminology. Building caretakers are assigned various work orders and **read each one in its entirety to understand** the problem in detail. They may, however, **scan the headings to find a specific piece of information**, such as the deadline.
- Building caretakers enter relatively little information on the form (i.e., *Reply, Card #, Date* and *Signed*) and this task requires a low **level of inference**. They may refer to another document to enter the appropriate *Card #* information.
- The form may be difficult to interpret if the information provided by the maintenance superintendent is ambiguous or **incomplete**. Building caretakers use **oral communication** skills to clarify aspects of the work order with their supervisor, co-workers or even guests.

### User Tips



Have learners analyze the *Maintenance Request Form*. Use the following questions as guidelines:

1. What **headings** are used to organize the information? Are there **subheadings**?
2. Give examples of different types of **vocabulary** (i.e., abbreviations, acronyms, technical terms or terms with special meaning in the context of the form).
3. Which **design features** are used (e.g., different font types and sizes, check boxes, shading, colour, grouping devices)?
4. What **response modes** are used (e.g., fill in the blanks using words, phrases or sentences; check marks; circles; ticks; others.)?
5. What is the **purpose** of the *Maintenance Request Form*? What is the purpose for the person making the request? The respondent?

Collect various forms which require entering information, such as job application forms. **Discuss and critique** the **structure** of the forms, using the above analysis as a guideline. Have learners **fill out** various forms and discuss what they learned about the design of forms, the common elements of forms and problems to watch for in completing them.



MOORE® SPEEDSET® 3 (MOORE CLEAN PRINT® - Quality 2010) PATENTED 1983, 1986, 1979

**\* Holiday Inn®** 1003

**Maintenance Request form**

*"Objective # 1, 100% Satisfaction to Guests and Employees."*

Date _____	Location _____
Request filled out _____	of work to be done, i.e. room #, meeting room name, etc. _____

**Details of problem or work to be done.**  
As much detail as possible, may save maintenance asking for more information.

Who made request? \_\_\_\_\_  
Guest, pool member, name and dept. of Holiday Inn employee, inspector, etc.

When required by? Date \_\_\_\_\_ Time \_\_\_\_\_  
When should the request be completed, or when should information on its status be available?

Who filled out this form? \_\_\_\_\_ Dept. \_\_\_\_\_  
This information very important, so that maintenance can get more info. and notify completion.

**Other Information**




Any additional information that will help to get the request completed,  
i.e. When will room be available, room occupied, stay over, when is a good time to start, etc.

Has request been totally completed? details!  
Maintenance Department's reply. Yes ☐ No ☐

Card # \_\_\_\_\_ Date \_\_\_\_\_ Signed \_\_\_\_\_

WHITE & PINK / MAINTENANCE, YELLOW / ORIGINATOR  
WHITE COPY RETURNED WHEN REQUEST FINISHED



<b>Type of Material</b> Checklist/ Check Sheet	<b>Essential Skills</b> Document Use, Complexity Level 2	
	also	
	Reading Text, Complexity Level 1	Writing, Complexity Level 1
		
		Working with Others

1. Winterize Check Sheet /
2. Sewing Centre Service Order /
3. Dangerous Goods Acceptance  
Checklist for Ground Shipment

#### Occupational Information

#### Source

##### **1. Automotive Mechanical Installers and Servicers**

**NOC 7443**

##### **Job Title: Tire Service Person**

Tire service persons perform tire repairs on automobiles, trucks and heavy equipment.

1. Blaskin & Lane Tire Centre

#### Occupational Information

#### Source

##### **2. Other Repairers and Servicers**

**NOC 7445**

##### **Job Title: Sewing Machine Servicer**

Sewing machine servicers repair and service sewing machines.

2. Grande Prairie Sewing  
Centre, Grande Prairie, Alberta



## Occupational Information

## Source

### 3. Couriers and Messengers

#### NOC 1463

#### Job Title: Courier

Couriers pick up and deliver letters, parcels, newspapers, flyers and other items within and between establishments.

3. Purolator Courier Ltd.

## Purpose and Use of the Material

Checklists/check sheets are used for various purposes. The *Winterize Check Sheet* is used as a diagnostic and status report. The *Sewing Centre Service Order* checklist is used as a record of the work performed. The *Dangerous Goods Acceptance Checklist* is used to ensure that all safety requirements related to shipping dangerous goods have been met.

## Analysis

- **Checklists** are very commonly used in the workplace for many reasons:
  - They provide a paper trail of work done.
  - They ensure that none of the items has been overlooked.
  - They may provide protection to the worker and the company in cases of incidents or accidents.
  - Once on file, they are a user-friendly way to track information.
- Checklists do, however, have some limitations that should be kept in mind.
- **Checklists typically allow for three responses at most:** yes, no or not applicable. For example: Is the block heater good ( ✓ ) or does it need repair ( ✗ )? They do not allow for recording the type of nuanced information that contributes to problem solving. For example, it does not allow the worker to state that the block heater really isn't good but it can probably do without repair for a while. Typically, any "comments" section provided is quite small. Users of checklists may develop a "black/white" mentality.

- **Checklists have a limited number of entries.** If there is an unusual requirement on a service order, for example, it cannot be captured on the checklist. This may present difficulties for users.
- **Three examples of checklists/check sheets** are presented here so that their structure and the type of information **may be compared.**

### *Winterize Check Sheet*

- When completed, this check sheet contains check marks, limited numerical entries and some narrative. The checklist is the **dominant part** of the form.
- The use of **abbreviations** adds to the complexity of this check sheet, although the abbreviations are, for the most part, easily decoded, e.g., lf (left front), rf (right front), rr (right rear), cond (condition).
- **Entering information** on the check sheet is made more complex by the need to record detailed information in item 5) Battery & Charging System.

### *Sewing Centre Service Order*

- There are two main parts to this form: i) a checklist indicating work performed; and, ii) a *Service Order*, which includes a variety of information about the client, sewing machine and costs. The *Service Order* is used as an **invoice**. The checklist is an important part of the form but shares space with other important information.
- The complexity of using this checklist is increased by the presence of different **document structures** on the same page (e.g., table, entry box for comments, paragraph) calling for the use of both document use and reading text skills. In addition, there are actually two checklists in the same document. The most prominently featured checklist appears under the heading *Work Performed*. The service order contains another checklist, without a heading, of 12 sewing machine components. Users must **cross-reference** the information checked in one checklist to the information checked in the other.

### *Dangerous Goods Acceptance Checklist for Ground Shipment*

- The main part of this form is a **variation** of a checklist. A **list of questions** appear on the left with **corresponding boxes** on the right for users to answer each question by writing *Y* for yes, *N* for no or *X* for not applicable. The questions are organized under four headings. Immediately after the checklist is a section that gives specific directions about what to do if any of the check boxes are marked *N* for no. There is no space for comments or explanations.
- Using this checklist is made more complex by the **constraints** it places on users. For example, the checklist states that *Under no circumstances shall the shipment be forwarded until all questions can be answered in the affirmative*. While not

directly stated, it is obvious that there are legal and disciplinary implications if this requirement is not met. This underlines the importance of completing the form accurately with a full understanding of the information being requested in each question.

- Because users must **cross-reference** other documents, the checklist is more complex. For instance, users must **determine** whether the appropriate labels and placards are on the packages and truck or trailer when completing the *Radioactive Materials* section. They also **verify** the presence of a variety of documents when completing the *Documents* section.

### User Tips



Have learners **prepare a checklist** for an activity. Working in groups, **assess the list** as to its completeness, flexibility and clarity.

Ask learners to find out if their friends or family members use checklists. Bring in samples and **discuss their similarities and differences** and what makes them effective in the various contexts in which they are used. Gather suggestions for improving the usefulness of checklists.



*See Appendix B for a full-length master of this material for photocopying.*

## WINTERIZE CHECK SHEET

- 1) **ANTIFREEZE:** Strength \_\_\_\_\_  
 Condition \_\_\_\_\_  
 Flush Recommended \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_
  
- 2) **PRESSURE TEST COOLING SYSTEM: LEAKS** \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_  
 Describe: \_\_\_\_\_  
 \_\_\_\_\_
  
- 3) **BLOCK HEATER:** GOOD \_\_\_\_\_ REPAIR \_\_\_\_\_
  
- 4) **BELTS & HOSES:** GOOD \_\_\_\_\_ REPAIR \_\_\_\_\_  
 Describe: \_\_\_\_\_  
 \_\_\_\_\_
  
- 5) **BATTERY & CHARGING SYSTEM:**  
 BATTERY LOAD TEST \_\_\_\_\_ VOLTS @ \_\_\_\_\_ AMPS  
 Battery Good \_\_\_\_\_ Bad \_\_\_\_\_ Service \_\_\_\_\_  
 ALTERNATOR TEST \_\_\_\_\_ VOLTS \_\_\_\_\_ AMPS  
 Alternator Good \_\_\_\_\_ Repair \_\_\_\_\_  
 STARTER TEST \_\_\_\_\_ AMPS Good \_\_\_\_\_ Repair \_\_\_\_\_
  
- 6) **TIRES:** LF COND \_\_\_\_\_ PIS \_\_\_\_\_ RF COND \_\_\_\_\_ PIS \_\_\_\_\_  
 LR COND \_\_\_\_\_ PIS \_\_\_\_\_ RR COND \_\_\_\_\_ PIS \_\_\_\_\_  
 SPARE CONDITION \_\_\_\_\_  
 Describe any problems \_\_\_\_\_  
 \_\_\_\_\_
  
- 7) **EXHAUST SYSTEM:** GOOD \_\_\_\_\_ REPAIR \_\_\_\_\_  
 Describe \_\_\_\_\_  
 \_\_\_\_\_
  
- 8) **BRAKES: WEAR REMAINING - FRONT** \_\_\_\_\_ **REAR** \_\_\_\_\_  
 Describe any problems \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
- FRONT END & SUSPENSION:**  
 Describe any problems \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
- 9) **DESCRIBE ANY OTHER CONCERNS**  
 \_\_\_\_\_  
 \_\_\_\_\_
  
- 10) **FLUID LEVELS - CHECK**







### **DANGEROUS GOODS ACCEPTANCE CHECKLIST FOR GROUND SHIPMENT**

Write in boxes Y-YES, N-NO, X-NOT APPLICABLE

#### **BILL OF LADING**

1. Does bill of lading indicate "Dangerous goods as per attached Shipper's Declaration" or "Marchandises dangereuses selon la déclaration de l'expéditeur"? ☐

#### **PACKAGE(S)**

1. Is the package in proper condition for carriage, i.e. free from damage? ☐
2. If hazard labels are required, are they affixed on the carton? ☐  
N.B. For dry ice (glace sèche) or carbon dioxide (dioxide de carbone) labels are not required.
3. Does each package bear the Proper Shipping Name? ☐
4. Does each package bear the Product Identification Number, preceded by the letters UN NA? ☐
5. If liquid dangerous goods, has the "this way up" label been applied? ☐

#### **DOCUMENTS**

1. If required, is a copy of the Shipper's Declaration been affixed to each package containing dangerous goods? ☐
2. Have two (2) additional copies of the Shipper's Declaration been provided? ☐
3. Is the name and address of consignor and consignee provided? ☐
4. Does the Shipper's Declaration contain a description of the dangerous goods, in the following order:
- a) The Proper Shipping Name of the product? ☐
  - b) The primary classification? ☐
  - c) All subsidiary classification, if applicable? ☐
  - d) The Product Identification Number, preceded by UN NA? ☐
  - e) The Packing Group, if applicable? ☐
5. In addition, is the following information provided:
- a) If Class 6.2 (Infectious Substances) is the "Summary of Emergency Response Plan" or "ERP" and the telephone number to activate the plan, included? ☐
  - b) Is the statement "If package damaged immediately telephone CANUTEC (613) 996-6666" included? (class 6.2 only) ☐
  - c) The number of packages and the total mass or volume of each type of dangerous goods? ☐
  - d) The 24 hours emergency telephone number? ☐
  - e) An identification of the type of placards (if required)? ☐
  - f) Is the name of the Initial Carrier included? ☐

# DOCUMENT

1. If required, is a copy of the Shipper's Declaration been affixed to each package containing dangerous goods? ☐
2. Have two (2) additional copies of the Shipper's Declaration been provided? ☐
3. Is the name and address of consignor and consignee provided? ☐
4. Does the Shipper's Declaration contain a description of the dangerous goods, in the following order:
  - a) The Proper Shipping Name of the product? ☐
  - b) The primary classification? ☐
  - c) All subsidiary classification, if applicable? ☐
  - d) The Product Identification Number, preceded by UN, NA? ☐
  - e) The Packing Group, if applicable? ☐
5. In addition, is the following information provided:
  - a) If Class 6.2 (Infectious Substances) is the "Summary of Emergency Response Plan" or "ERP" and the telephone number to activate the plan, included? ☐
  - b) Is the statement "If package damaged immediately telephone CANUTEC (613) 996-6666" included? (class 6.2 only) ☐
  - c) The number of packages and the total mass or volume of each type of dangerous goods? ☐
  - d) The 24 hours emergency telephone number? ☐
  - e) An identification of the type of placards (if required)? ☐
  - f) Is the name of the Initial Carrier included? ☐
6. If Class 1 (Explosive) does the label indicate 1.4S? ☐
7. Does the Shipper's Declaration bear the date? ☐
8. Has the Shipper's Declaration been signed or marked by the shipper? ☐

## RADIOACTIVE MATERIALS

If shipment included Radioactive Materials (Class 7) does:

- a) Each package bear two (2) labels, one on each opposite side? ☐
- b) Are "content" and "activity" indicated on both labels? ☐
- c) If Category II or III is the Transport Index indicated on both labels? ☐
- d) The truck or trailer equipped with four (4) Class 7 Radioactive placards? ☐

If any of the above questions are answered "NO" contact the shipper, explain the discrepancy, and do not forward the shipment until shipper clarification/correction has been obtained

Under no circumstances shall the shipment be forwarded until all questions can be answered in the affirmative.




Once the shipment is accepted for movement, this form and one of the two additional copies of the original Shipper's Declaration must be retained on file in the origin terminal for two (2) years.

CHECKED BY \_\_\_\_\_ (Please print) SIGNATURE \_\_\_\_\_

DEPOT \_\_\_\_\_ SHIPPER: \_\_\_\_\_

BILL OF LADING # \_\_\_\_\_ DATE: \_\_\_\_\_  
0-053

REV. 06/94

<b>Type of Material</b> Advisory Form	<b>Essential Skills</b> Document Use, Complexity Level 2		
	also		
	Writing, Complexity Level 1	Oral Communication	Numeracy
			

## Highway Closure Form

### Occupational Information

**Ticket and Cargo Agents and Related Clerks (Except Airline)**

**NOC 6434**

**Job Title: Bus Ticket Agent**

Bus ticket agents quote fares and rates, make reservations, issue tickets, check baggage and perform other related duties.

### Source

Greyhound Canada  
Transportation Corporation

### Purpose and Use of the Material

*The Highway Closure Form* conveys highway closure information and advice to affected personnel. The form identifies the location of highway closures, estimated time of reopening, schedules affected and rescheduling details. Bus ticket agents read these details to convey schedule changes and reasons for delays to customers.

### Analysis

- This form is a fairly simple document, consisting of two straightforward **tables** under the headings *Schedules Affected* and *Dispatch Communication Checklist*.



- Bus ticket agents must **enter multiple pieces of information** on the form. However, the information needed is fairly evident and they probably receive the information directly from a supervisor or dispatcher. There would be little need to search for the required information.
- The writing required on the document is **brief, factual** and written for a **familiar audience**, such as co-workers. The writing does not have to be in complete sentences. The subject matter is familiar and about daily concerns.
- Bus ticket agents use their **listening skills** to note schedule changes on this document. They do not usually decide if and how to change schedules.
- Applying the information on the form to a customer's particular situation requires **inference**. Bus ticket agents draw on their knowledge of the regular routes and times to **estimate** arrival times for passengers and pick-ups.
- This form is sent by **fax** to depots along the route. Depots need to get this information quickly. It is preferable to use the fax instead of the telephone since the fax clearly outlines the status of routes and schedules and can be sent quickly to a number of depots along the bus route.

### User Tips



This form can be used to simulate a number of **scheduling activities** emphasizing the key role schedules play in our lives. It also shows the importance of being able to change schedules to react to new circumstances.

Have learners **create schedules** for transit, including routes, destinations, departure and arrival times and vehicle numbers. Illustrate the importance of **adapting existing information** to incorporate new information by providing learners with scenarios involving highway delays and having them **calculate** new arrival times.



Have learners role-play ticket agents to **combine map reading** with **using forms**. First, visually trace routes. Then use *highway closure forms* that make it necessary to discover alternate routes. Determine who should be notified of specific scheduling changes.

Brainstorm situations where **faxes** would be used and why they are important. Bring in a fax machine or a computer with a fax modem. Ensure learners understand how to send faxes. Send a fax to a friend or family member.



# HIGHWAY CLOSURE FORM

DATE: FEB 28/91 LOCATION: 130th COMPLETED BY:                      TIME FAXED: 1240

ROAD CLOSED AT: USWA BETWEEN: Dryden ONT AND: THUNDER BAY ONT.

TIME OF ROAD CLOSURE:                      REASON FOR ROAD CLOSURE: MULTI ACCIDENT (SEMI TRAILERS)

ESTIMATED TIME OF HIGHWAY RE-OPENING: 3-4 HOURS

8



SCHEDULES AFFECTED			Indicate By Checking One Of The Below		OTHER	Note Time Of Update
TRIP #	BUS #	SECTION	CANCELLED	DETOURED		
#2	771	—				WILL TURN AT Dryden TO BECOME #63.
#64	894	—				WILL TAKE #2 PASSENGER TO TRAY.
#63	7	—				WILL COMBINE NTRAY TO BECOME TRIP #11 OUT OF TRAY.
#11	7	—				REGULAR COACHES #63 + #11 ARE STILL IN SAULT STE MARIE

## DISPATCH COMMUNICATION CHECKLIST

Indicate Notification With A Checkmark

Indicate Notification With A Checkmark		P.S.C.
Regional Management		Operations Control
Express Manager		Customer Service
Drivers		Agent/Agencies
Ticket Agents		



<b>Type of Material</b> Invoice Form/ Exchange Form	<b>Essential Skills</b> Document Use, Complexity Level 2  also Numeracy  Writing, Complexity Level 1   
--	---

## Invoice and Adjusta-Card

### Occupational Information

**Cashier**  
**NOC 6611**

#### **Job Title: Cashier**

Cashiers record and receive payment from customers in stores, restaurants, theatres, business offices and other retail and wholesale establishments for the purchase of goods, services and admission.

### Source

Canadian Tire Corporation  
 Limited, Kapuskasing, Ontario

### Purpose and Use of the Material

Cashiers use an invoice form to itemize goods sold, documenting such information as date, individual prices, the total charge and the terms for payment. They use the exchange form to record information on returned products when customers want a replacement or refund. Cashiers refer to the original invoice when processing returns using the exchange form.



## Analysis

- Like many forms found in sales and service occupations, these are designed to be **user-friendly**. They have a simple structure making it easy to find or enter information.
- A new cashier seeing the forms for the first time could easily complete them because little background knowledge is necessary to understand them. This is often the sign of a well-designed form.
- **Labels/sub-titles** (e.g., *Address*, *Product No.*) and various **formatting features** make it easy for users to accurately locate and enter information. For example, the exchange form has vertical lines separating each digit to guide cashiers when entering numerical information, such as *Product Number* and *Requested Credit*. It also uses **shading** to highlight important information to be located quickly. The *H.O. (Head Office) Use Only* section of the exchange form is housed within a **box** to separate it from the rest of the form.
- In order to complete the invoice, cashiers must **locate several pieces of information** from other sources. The information required is straightforward, easily identified from the sub-titles/labels. For example, cashiers respond to the request for *Part No.* information on the invoice by locating it on the product's price sticker. For purchases on account, they search for customer account numbers.
- The exchange form is always used with reference to the invoice; however, this does not make the task much more complex since both documents are of the same type. For example, when customers return products, cashiers **refer to the original invoice** (which the customer brings in or the cashier finds) to find the *Product Number*, *Product Description*, *Requested Credit* and *Customer Information* to transfer this information to the appropriate places on the exchange form.
- The invoice involves the application of **money math skills** to calculate charges based on quantity purchased, the sub-total, applicable taxes and the total. Cashiers typically use either a calculator or rate sheet to obtain the applicable taxes.
- The form has **several copies** attached to it for distribution after the form is filled in. Cashiers keep a copy, give a copy to the customer and forward the third to a specific department. The exchange form also has a *Customer Claim Check* to be given to the customer, if applicable, after a return.

## User Tips



Ask learners to **collect invoices and exchange forms** from their friends and family. Select, copy and distribute forms featuring different structures. Tack the remaining forms on the wall for display. Look at the **structure** of the forms with reference to the use of colour coding, sub-titles/labels, shading, etc.

**Develop problems**, based on the retail theme, for the learners to solve in completing the forms.

Introduce the invoice as an example of the use of numeracy in daily life. Prepare a list of the specific math skills or knowledge areas required to use the invoice (e.g., add and multiply whole numbers and decimals, calculate a percentage of a number) to illustrate the relevance of learning these skills.

Create **money math problems** for the learners to solve. Variations: Introduce the concept of equivalent numbers and show how 7% Goods and Services Tax (GST) is equivalent to .07 and 7/100 or how .15 and 15/100 is equivalent to 15% Harmonized Sales Tax (HST). **Develop a table** with columns entitled percentage, decimal and fraction, leaving selected cells blank for the learners to enter the appropriate equivalent number. Discuss when they might want to use one form rather than another.



Group learners in teams with responsibility for launching a new store. Ask them to create their store's name and logo, then **design an invoice using the computer**. Introduce the features of a well-designed and functional form. Brainstorm various formatting options built into computer software that may be of assistance (e.g., tables, fonts, shading, fill, colour). Have the teams trade forms and give feedback.

Have the teams collect sales flyers. Ask them to **compare information** from sales flyers to determine best value and then complete invoices. Variations: include a discount at the store with the higher prices; negotiate with the sales representative to obtain a discount for a bulk order.



*See Appendix B for a black and white master of this material for photocopying.*

## GST #R125577882

29 Kolb Avenue

KAPUSKASING, ONTARIO P5N 1G2

(705) 335-6066 Fax 335-5650

CUSTOMER ORDER NO.		DATE	
PO# 32649-P		May 14, 96	
TO			
John Doe Club		Acc. # 021	
MODE. SOLD		REC'D ON	
CASH	CHARGE	ACCT. NOTE	MISC.
PAID OUT			
✓			
ITEM	PART NO.	ARTICLES	PRICE
1	46-0604-6	casters	5.99
1	59-3397	Hose	34.99
1			
Paye			
SPECIAL INSTRUCTIONS:			
Net 30 days. 2% interest charged per month on all overdue accounts.			
John Doe			
accompanied by this bill			
TOTAL			47.13

70884

*Thank You*

(NEPS) SERIES 611

ADJUSTA - CARD		CANADIAN TIRE CORPORATION LIMITED SOCIÉTÉ CANADIAN TIRE LIMITÉE		178		1306538225	
KAPUSKASING, ONT.				96 05 14			
178 1306538225		760604		QUANTITY QUANTITÉ		\$ 599.01	
E.P.C. AUTRE CODE DU DÉFAUT				INSTALL STORE NO.		178	
H.O. USE ONLY - RÉSERVÉ AU SIÈGE SOCIAL				AU MAGASIN NO.		CUSTOMER CLIENT	
96 05 09 casters				ADDRESS		KapusKasing	
rollers are broken				CUSTOMER'S SIGNATURE SIGNATURE DU CLIENT			
GE SOCIAL				WRITTEN BY / ÉCRIT PAR			





## Type of Material

Charts and  
Graphs

## Essential Skills

Document Use,  
Complexity Levels 2 to 4

also

Reading Text,  
Complexity  
Level 1

Numeracy

Problem  
SolvingWorking with  
Others1995 Annual Report of the  
Dairy Farmers of Ontario

## Occupational Information

## Source

Dairy Farmers of Ontario

**Farmers and Farm Managers****NOC 8251****Job Title: Dairy farmer**

Dairy Farmers manage the operations and functions of a farm, specializing in raising dairy livestock for milk production.

## Purpose and Use of the Material

Charts and graphs are frequently used in farm-related newsletters, reports and magazines to visually display numerical information. Dairy farmers analyze them to obtain information they use to manage the farm operation successfully. For example, a graph showing an increase in the demand for milk may influence a decision to increase annual milk production.

## Analysis

- **Graphs and charts** are frequently used in the workplace. They visually represent numerical data that is interpreted and then used to guide subsequent actions. Graphs and charts are increasingly used to monitor quality control of products and processes, with individuals or teams identifying problems and solving them.
- Graphs and charts are **pictorial displays of numerical data**. A table is an alternative way to present the same information.
- Although the widespread use of computers has simplified the task of producing graphs and charts, interpreting and using the information may be complex.
- **Pie charts, bar charts and line graphs** are common types of workplace materials. The specific type of graph or chart used depends on the content being displayed. The content of a graph or chart appears in a clear, succinct title. **Colour, shading and fill designs** (e.g., vertical lines, dots) may be used to differentiate pie wedges, bars or lines on a graph.

### *Pie Charts*

- **Pie charts** present information on parts as a proportion, percentage or fraction of the whole. They are circles divided into sections resembling pies cut into pieces of different sizes. Pie charts **emphasize the relationships among the sections** of the circle or pie. A simple table is an alternative way to present the same information.
- **Figure 1 is an example of pie charts rated at Complexity Level 2**. It presents two pie charts showing producer returns and deductions in 1971 and 1995. The six colour-coded sections of each circle may be **interpreted by cross-referencing** the legend at the left of the charts. While the colour coding allows for general comparisons between the charts, the labels showing each part's percentage of the whole allow precise comparisons to be made.
- Anyone using the pie charts needs **little knowledge of their content**; this contributes to their rating at Complexity Level 2.

### *Bar Charts*

- **Bar charts** show the relationship between one or two **independent variables** and a **dependent variable**. For example, a bar chart might **show a comparison** of program expenditures (dependent variable) by year and program type ( independent variables). The terms “independent variable” and “dependent variable” are from the language of causality in the field of statistics. The value of an independent variable determines the value of another variable or, in other words, causes variation in the dependent variable.

- Bar charts use two **axes** and the bars may be displayed horizontally or vertically. The horizontal axis (*x* axis) is read from left to right. The vertical axis (*y* axis) is interpreted from the intersection point of the axes.
- Bar charts can display more information than **pie charts**. They can graphically present information found in complex tables. There are several varieties of bar charts; they may differ in terms of their level of complexity.
- **Figure 2 is an example of a straightforward bar chart rated at Complexity Level 3.** It shows the Ontario Somatic Cell Count (SCC) (a quality indicator for milk) over six years. The SCC is the dependent variable; the time period of six years is the independent variable.
- Note that the axes do not have headings positioned near them; users infer this information from part of the title (i.e., *Weighted Average of Fiscal Year*). An **asterisk**, directing users to qualifying information, appears on the *x* axis between the 92/93 and 93/94 fiscal year. The position of the asterisk creates uncertainty about what year it applies to but as long as one knows that the \* usually appears to the right, one can interpret the information correctly. A low level of inference is needed to find information on this bar chart.
- **Some knowledge of the content** of the bar graph is required to make use of the information it conveys. This contributes to its rating at Complexity Level 3.
- **Figure 3 is also an example of a bar chart rated at Complexity Level 3.** It presents information on quality penalties. Each of the five penalty types on the *x* axis is further broken down for each of three fiscal years using **colour-coded bars**, defined in a **legend**. Information qualifying the fiscal year-end is shown in parentheses beside the title. In total, 15 bars are used to compare the independent variables (i.e., penalty type and fiscal year) to the dependent variable (i.e., Total \$). The penalty types are listed as abbreviations (e.g., PLC) and background knowledge is needed to interpret them.
- There are two main reasons why this bar chart was rated at Complexity Level 3: i) some **content knowledge** is required to make use of the information it conveys, and ii) the document itself is somewhat complex.
- **Figure 4 is an example of a type of bar chart known as a Pareto chart and it is rated at Complexity Level 4.** It presents information on the Utilization of Ontario Milk Sold by Dairy Farmers of Ontario, 1991-1995. A Pareto chart is a more complex type of bar chart because one must be familiar with its **structure** to **interpret** it. First-time users of Pareto charts typically need an explanation of how to interpret the visual display. The **bars have subcategories** whose size show the frequency of particular components. Each bar on the graph is broken down into the same set of components.



- Broadly speaking, a Pareto chart may be used to determine if a few categories of information account for the majority of events. This document type variable was developed by Vilfredo Pareto (1848-1923), an Italian economist, who observed that in any group of things that contribute to a common effect, relatively few contributors account for a majority of the effect. This observation is now known as **the Pareto principle**.
- Among the three bar charts shown, the Pareto chart is the most complex. **The unit of measurement** for the y axis is not defined, requiring farmers to use their background knowledge. Each of the five bars, representing a specific fiscal year, is further broken down by five colour-coded classes of milk, requiring reference to a legend. The chart identifies what class(es) of milk represent the largest use and any **related trends** over the five-year period. Farmers are then challenged to determine the root cause of this phenomenon to make adjustments to their operation.

### Line Graphs

- **Line graphs** are ideal for **accenting trends** and are often used to visually present how a dependent variable, such as cost, changes over time (independent variable). The type of graph used depends on the content being displayed; one doesn't always have a choice between a line graph and a pie or bar chart.
- **Figure 5 is an example of a line graph rated at Complexity Level 3.** It graphs price index data over a 10 year period. The graph shows that the Class 1 Price Index did not increase as much as the Ontario CPI for all items and food over the same 10 year span.

### User Tips



**Develop exercises** that require learners to **interpret and draw conclusions** from the information presented on different charts and graphs. Ask probing questions pitched to different levels of difficulty. For example, while some comprehension questions should require only a literal understanding of the chart or graph, other questions should require synthesis and evaluation.

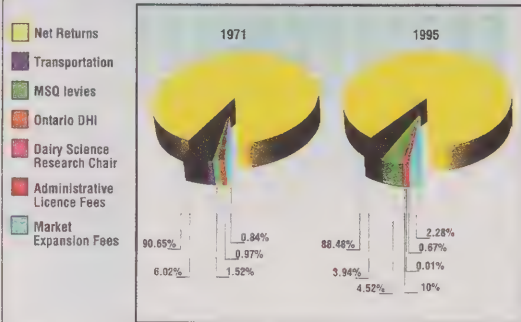
**Numeracy skills** may be developed by producing graphs and charts from tables and vice versa. Involve learners in gathering data to prepare simple or complex tables and develop related charts and graphs. Have the learners list people in the class by gender, age or season of birth, and prepare a pie chart. Alternatively, have the learners identify their favourite Halloween treat using an agreed on set of categories (e.g., chips, candies, chocolate) and prepare a bar chart. Build numeracy skills by asking them to show the data as a percentage, fraction or decimal.



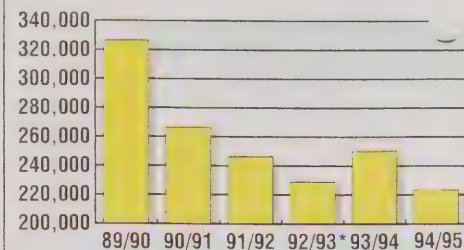


Ask learners to **work in teams** to locate examples of pie charts, bar graphs and line graphs in newspapers, magazines and workplace materials. Ask each team to present two charts or graphs to the class and answer questions.

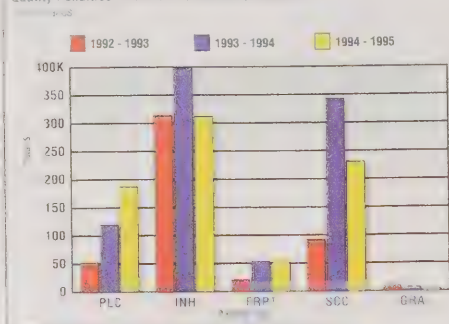
**Producer Returns and Deductions**  
(in percent)



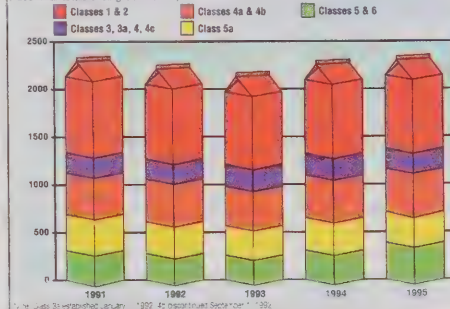
**Ontario SCC Trend**



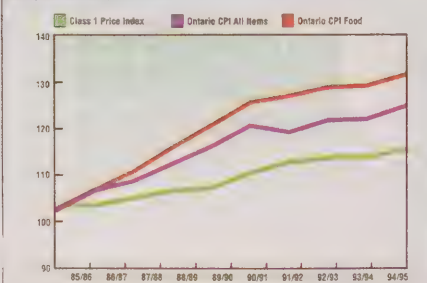
**Quality Penalties** Fiscal Year Totals Ending October 31





**Utilization of Ontario Milk Sold by Dairy Farmers of Ontario, 1991 - 1995**  
(fiscal year totals ending October 31)



**Southern Ontario Class 1 Price Index vs. Ontario CPI, 1986=100**  
fiscal year totals ending October 31



<p>Type of Material</p> <p>Table</p>	<p>Essential Skills</p> <p>Document Use, Complexity Level 3</p> <p>also</p> <p>Numeracy      Oral Communication</p>  
--------------------------------------	---

## Nutrition and Ingredient Guide

### Occupational Information

#### Food Service Counter Attendants and Food Preparers

**NOC 6641**

#### Job Title: Food Preparer

Food preparers prepare, heat and finish cooking simple food items and serve customers at food counters.

### Source

Wendy's Restaurants of Canada,  
Inc.

### Purpose and Use of the Material

*The Nutrition and Ingredient Guide* helps customers make informed meal choices when visiting Wendy's restaurants. They can calculate nutrition information by following the directions provided under the heading *Nutrition Information*.

### Analysis

- This page of the *Nutrition and Ingredient Guide* features a somewhat complex **table of intersecting lists with multiple pieces of information**. The first column on the left-hand side lists sandwich names and components. Across the top is a



list of 14 categories of nutrition information, such as weight in grams, calories, carbohydrates, etc. that apply to each item in the first column. This is done by looking at the **intersecting cells**.

- Three different **text structures** on one page increases the document's complexity. *Nutrition Information* (at the top) is in paragraph form. The middle section is the table referred to above. The list of *Sandwich Contents* (at the bottom) is not alphabetized.
- The fast-food preparer could use the document to discuss customers' nutritional questions and concerns. This could involve conducting **consecutive searches** within the document. For example, if a customer wanted to know the amount of fat in a *grilled chicken sandwich* with *mayonnaise*, *mustard* and *tomatoes*, the preparer would search the first column to find the *spicy chicken fillet*. Then the fast-food preparer would search across this row to find the intersecting box under the *fat* column. The fat contents of a *sandwich bun*, *mayonnaise*, *mustard* and *tomatoes* would then be located.
- The fast-food preparer uses **measurement and calculation math** when using this table. This adds to the document's complexity. For example, the fast-food preparer would need to add together the fat contents found in the above example to determine the total amount of fat in a *grilled chicken sandwich*.
- Although there is little specialized knowledge required to interpret the document, the use of **symbols** such as \*\* and **abbreviations** such as *N/A* makes reading this document somewhat complicated.

### User Tips



Refer to the *Nutrition and Ingredient Guide*. Create **measurement and calculation math problems** for learners to solve. Here are some sample questions:

1. How many calories are in a *Jr. Bacon Cheeseburger* with *honey mustard*, *ketchup*, *lettuce* and *onions*?
2. Which sandwich holds more carbohydrates: a *Big Bacon Classic* with *lettuce*, *tomatoes* and *ketchup* or a *Classic Single* with *cheese*, *mayonnaise* (*lite*) and *pickles*?

Analyze the *Nutrition and Ingredient Guide* by answering the following questions:

1. What is the **title** of the table? Is it clearly given or implied?



2. Which **design features** are used?
  - different fonts
  - boxes
  - shading
  - colour
  - grouping devices
3. How do these design features give meaning to the document?
4. Is the document effective at achieving its **purpose**? Are there other ways of presenting the information that would be effective?



Note the use of **asterisks** in this document. How do they help you understand the information?

*See Appendix B for a black and white master of this material for photocopying.*

## NUTRITION INFORMATION

This nutrition and ingredient guide was created to help you make informed meal choices when visiting Wendy's. For made-to-order items, such as your favourite sandwich, you can calculate nutrition information by adding the components. For example, to find the calories for a Classic Single™ with ketchup, onion and tomato, add the total calories for each sandwich component: ¼ lb. hamburger patty (190), sandwich bun (155), ketchup (8), onion (5) and tomato (5) for a total of 363 calories. (Note: Your totals may differ slightly from those listed. Wendy's calculations follow the federal regulations regarding the rounding of nutritional data).

\*\* = Total fats are comprised of many substances other than those listed.  
N/A = Information not available

### SANDWICHES

Nutrition Information														
	Serving Size	Weight (g)	Calories	Kilocalories	Protein (g)	Fat (g) **	Polyunsaturated (g)	Monounsaturated (g)	Saturated (g)	Cholesterol (mg)	Carbohydrates (g)	Dietary Fibre (g)	Sodium (mg)	Potassium (mg)
Classic Single™ plain	1 ea.	133	354	1480	24	16	2.0	6.3	5.4	58	31	1.8	482	291
Classic Single™ w/everything	1 ea.	219	410	1720	25	19	3.0	8.3	5.7	59	37	2.5	827	439
Big Bacon Classic®	1 ea.	282	574	2400	33	31	3.9	13	11	86	45	3.0	1245	574
Jr. Bacon Cheeseburger	1 ea.	166	383	1600	19	20	3.1	8.2	6.7	48	33	2.1	719	308
Jr. Hamburger Deluxe	1 ea.	168	311	1300	15	13	2.8	5.4	3.3	30	36	2.3	622	305
Jr. Cheeseburger Deluxe	1 ea.	180	355	1480	18	16	2.9	6.5	5.7	41	36	2.3	794	324
Hamburger, Kids' Meal	1 ea.	111	269	1120	15	9.3	1.9	3.4	3.0	29	33	1.9	560	209
Cheeseburger Kids' Meal	1 ea.	123	313	1310	17	13	2.0	4.6	5.4	40	33	1.9	733	228
Grilled Chicken Sandwich	1 ea.	189	311	1300	28	7.7	3.2	2.5	1.7	62	35	2.2	786	423
Breaded Chicken Sandwich	1 ea.	193	391	1640	23	15	4.6	5.5	2.4	38	44	2.5	737	364
Chicken Club Sandwich	1 ea.	201	432	1810	25	18	4.8	7.2	3.5	45	44	2.5	835	410
Spicy Chicken™ Sandwich	1 ea.	203	390	1630	26	14	4.5	5.7	2.4	54	42	2.1	1184	442
<b>SANDWICH COMPONENTS</b>														
¼ lb.* Hamburger Patty	1 ea.	74	190	800	19	13	0.3	5.8	4.8	58	0	0	191	230
2 oz.* Hamburger Patty	1 ea.	37	95	400	9.5	6.3	0.1	2.9	2.4	29	0	0	95	115
Grilled Chicken Fillet	1 pc.	82	113	470	22	2.9	0.5	1.4	0.8	61	0	0	448	275
Breaded Chicken Fillet	1 pc.	84	188	790	17	6.7	1.9	3.0	1.5	37	10	0.4	384	237
Spicy Chicken™ Fillet	1 pc.	94	187	780	20	7.8	1.9	3.2	1.5	54	9.0	0	831	295
Bun, Kaiser	1 ea.	67	187	780	6.0	3.2	1.9	0.6	0.6	0	36	1.9	339	71
Bun, Sandwich	1 ea.	56	155	650	4.9	2.7	1.6	0.5	0.5	0	29	1.7	277	58
Cheddar Cheese, Processed	1 sl.	18	66	280	3.5	5.8	0.2	1.7	3.6	16	0.2	0	259	29
Cheddar Cheese, Processed, Jr.	1 sl.	12	44	180	2.3	3.9	0.1	1.1	2.4	11	0.1	0	173	19
Bacon	1 sl.	4	20	80	1.0	1.8	0.1	0.9	0.5	3	0	0	49	13
Honey Mustard, Lite	1 tsp.	7	26	110	0.2	1.8	N/A	N/A	N/A	N/A	2.3	0.1	41	5
Ketchup	1 tsp.	7	8	30	0.1	0	0	0	0	0	1.8	0	63	24
Lettuce	1 leaf	15	2	8	0.2	0	0	0	0	0	0.3	0	1	24
Mayonnaise, Lite	1½ tsp.	9	32	130	0.1	3.2	N/A	N/A	N/A	N/A	0.8	0	58	4
Mustard	½ tsp.	5	3	10	0.2	0	0	0	0	0	0.3	0	58	6
Onion	4 rings	13	5	20	0.2	0	0	0	0	0	1.1	0.2	0	20
Pickles	4 sl.	11	1	5	0	0	0	0	0	0	0.4	0	151	12
Tomatoes	1 sl.	26	5	20	0.2	0.1	0	0	0	0	1.2	0.3	2	58

### SANDWICH CONTENTS

**CLASSIC SINGLE™ PLAIN:** ¼ lb.\* Patty, Sandwich Bun.

**CLASSIC SINGLE™ WITH EVERYTHING:** ¼ lb.\* Patty, Lite Mayonnaise, Ketchup, Mustard, Pickles, Onion, Tomato, Lettuce, Sandwich Bun.

**BIG BACON CLASSIC®:** ¼ lb.\* Patty, Processed Cheddar Cheese Slice, Bacon, Lite Mayonnaise, Ketchup, Pickles, Onion, Tomato, Lettuce, Kaiser Bun.

**JR. BACON CHEESEBURGER:** 2 oz.\* Patty, Processed Cheddar Cheese Jr. Slice, Bacon, Lite Mayonnaise, Tomato, Lettuce, Sandwich Bun.

**JR. HAMBURGER DELUXE:** 2 oz.\* Patty, Lite Mayonnaise, Ketchup, Mustard, Pickles, Onion, Tomato, Lettuce, Sandwich Bun.

**JR. CHEESEBURGER DELUXE:** 2 oz.\* Patty, Processed Cheddar Cheese Jr. Slice, Lite Mayonnaise, Ketchup, Mustard, Pickles, Onion, Tomato, Lettuce, Sandwich Bun.

**KIDS' MEAL HAMBURGER:** 2 oz.\* Patty, Ketchup, Mustard, Pickles, Sandwich Bun.

**KIDS' MEAL CHEESEBURGER:** 2 oz.\* Patty, Processed Cheddar Cheese Jr. Slice, Ketchup, Mustard, Pickles, Sandwich Bun.

**GRILLED CHICKEN SANDWICH:** Grilled Chicken Fillet, Lite Honey Mustard, Tomato, Lettuce, Sandwich Bun.





**BREADED CHICKEN SANDWICH:** Breaded Chicken Fillet, Lite Mayonnaise, Tomato, Lettuce, Sandwich Bun.

**CHICKEN CLUB SANDWICH:** Breaded Chicken Fillet, Lite Mayonnaise, Tomato, Lettuce, Bacon, Sandwich Bun.

**SPICY CHICKEN™ SANDWICH:** Spicy Chicken Fillet, Lite Mayonnaise, Tomato, Lettuce, Sandwich Bun.

**Symbol Key**

\*Approximate weight before cooking

Type of Material Work Order	Essential Skills		
	Document Use, Complexity Level 3 		
	also		
	Reading Text, Complexity Level 2 	Writing, Complexity Level 1 	Numeracy 

## Van Isle Windows Ltd. Sales Order

### Occupational Information

**Residential and Commercial  
Installers and Servicers**

**NOC 7441**

**Job Title: Window Installer**

Window installers install windows at residential or commercial properties.

### Source

Van Isle Windows Ltd., Victoria,  
British Columbia

### Purpose and Use of the Material

The work order form records sales details. The document is kept for company records, and is also a receipt for customers. The reverse side of the form outlines the terms and conditions for the purchaser.

### Analysis

- The **work order form** is somewhat complex. It is a two-sided document. The boxes across the top of the form are used to record customer and account information. This is followed by a table with order and pricing information. The reverse



side of the form is divided into three parts: a legend; terms and conditions; and diagrams.

- When completing work orders, users must **cross-reference** the reverse side of the form to find the appropriate **codes** under the **legend** and **diagram** sections. For example, if they want to indicate that a hard bar spacer is to be used for a window, they refer to the legend on the back page to find the appropriate code (*HB*) and then write this code under the column labelled *Spacer*. Similarly, the appropriate codes for window type are found on the reverse of the form and the codes recorded on the work order in the *Handing* section.
- The diagrams on the reverse side of the form increase its complexity. The legend at the bottom of the page which shows codes for vents and openings, should not be confused with the more general legend at the top of the page. **Arrows** indicate the direction of movement of sliding parts. The use of **capital letters and bold type** for the reminder that window configurations are always as viewed from the outside is easy for installers to notice.
- The *Terms and Conditions* on the reverse side of the form are listed primarily for the customer's benefit. However, window installers must also **understand the conditions and how they apply to particular work situations**. For instance, if customers have outstanding accounts, window installers need to know the interest rate referred to in the conditions to apply it to their bills.
- Installers may have **measured** window spaces before filling in the *Size* (width by height) column on the form. **Money math** is also required. For example, window installers multiply *Quantity* by *Unit Price* to come up with a total. They then calculate applicable taxes. The required numeracy skills increase the complexity of using the work order form.
- Most of the content of the work order form is understandable without specialized knowledge. Some codes, such as those shown on the legends, are learned during work training. In addition, the word *Muntin*, which refers to diamond-shaped window framing, is not generally known.
- Much of the information entered on the form is numerical. However, up to a paragraph of text may be needed to describe the tasks of the work order.

## User Tips



Create **money math** questions for learners using the work order form as a reference. For example:

1. What is the GST if a customer orders two 95" x 47" windows, three 47" x 35" windows and one 63" x 40" window (frames and screens included)? What is the grand total?

2. What is the total cost of an order of ten 95" x 55" windows plus eight 59" x 34" windows (frames and screens included)? If a customer gave a \$500.00 deposit, what would the balance be?

Which **design features** are used to organize the work order form (such as different fonts, boxes, shading, colour or grouping devices)? How many different **organizational categories** are there? Are these organizational categories stated or implied? How is the user to **enter information** (e.g., write text in the blanks; circle or check boxes; write numbers; other)?



What is the **purpose** of the box entitled *Please Read Carefully*? Why do you think this box is on the form? Can you think of an alternate title for this box?

Find out the origin of the term *Muntin* and **research** the difference between Georgian and Victorian Muntin types. Extend the discussion to Georgian and Victorian architecture. Research these types or styles of architecture by reading books and collecting pictures. What are the main characteristics of each?





**Van Isle Windows Ltd.**

Victoria: 404 Hillside Avenue, Victoria, BC V8T 1Y7  
Tel: 250-383-7128 Fax: 250-383-7271

Courtenay: #8 - 241 Puntledge Road, Courtenay, BC V9N 3P9  
Tel: 250-897-3347 Fax: 250-897-1841

ORDER # 9912001  
G.S.T. 105490478

SOLD TO	SHIP TO	PAGE	OF	SALES REP	CUSTOMER ACCT #
THE CUSTOMER	(Circled Stamp: SAME)	ORDER DATE	JAN. 31 / 99	CONTACT	CUSTOMER P.O. #
123 MAIN ST.		SCHEDULED DATE	FEB. 19 / 99	PHONE 1	PAYMENT TERMS
VICTORIA A.C.		REVISED DATE		PHONE 2	COD
Y8T 1A7	LAWN SIGN	MOUNTAINS	TYPE	LEAD TAPE PATTERN	AD CODE
<input checked="" type="checkbox"/>	ALUMINUM	COLOUR	1	PICKUP <input type="checkbox"/> DELIVER <input type="checkbox"/>	Rc
<input type="checkbox"/>			2	DELIVERY VIA	
			3		
			4		

[illegible]

<b>PLEASE READ CAREFULLY:</b> <ul style="list-style-type: none"><li>• PURCHASERS (OR PURCHASER'S AGENT) SIGNATURE CONSTITUTES AN ORDER.</li><li>• ORDERS ARE SUBJECT TO MANAGEMENT ACCEPTANCE</li><li>• NO RETURNS ON CUSTOM MADE ITEMS</li><li>• 20% HST (LOCAL CHARGE APPLIES TO ALL STOCK</li><li>• NO RETURNS WITHOUT PRIOR AUTHORIZATION</li><li>• 2% PER MONTH (26.8% PA) SERVICE CHARGE ON ALL CHARGES OUTSTANDING PAST THE PAYMENT TERMS</li></ul>		<b>SPECIAL INSTRUCTIONS</b>	
		<b>SALES REP SIGNATURE</b> <i>[Signature]</i>	
		<b>CUSTOMER SIGNATURE</b> <i>[Signature]</i>	
		<b>X</b>	
		<b>PURCHASER AGREES THAT SIZES, TYPES, QUANTITIES AND DETAILS</b>	
		<b>DELIVERY</b> N/A	
		<b>PST</b> N/A	
		<b>GST</b> 77.00	
		<b>TOTAL</b> \$1177.00	
		<b>DEPOSIT PAID</b> \$600	

WHITE-OFFICE CANARY-PRODUCTION PINK-CUSTOMER. GREEN-PACKING SLIP.

SALES ORDER

Case #434

PRESS HARD YOU ARE MAKING MULTIPLE COPIES

Island Business Forms Ltd. Victoria (250) 386-2522 • Nanaimo (250) 753-2090

**LEGENDS****Colours**

WH-White  
BN-Brown  
AL-Almond  
BK-Black  
GY-Grey  
PB-Brass (polished)  
GO-Gold

**Spacer**

HB-Hard Bar  
SB-Black Swiggle  
SG-Grey Swiggle

**Muntin Types**

GE-Georgian  
VC-Victorian

**Frame**

NO-Nail on  
RB-Rebate  
EL-Equal Leg  
ER-Equal Leg with rebate sill

**Lead Tape**

SQ-Square  
DI-Diamond

**THE PURCHASER AGREES TO THE FOLLOWING  
TERMS AND CONDITIONS:**

**1. ACCEPTANCE**

All contracts, quotations and orders are not enforceable until accepted by an authorized management representative of Van Isle Windows Ltd. (hereinafter called Van Isle). Non-acceptance by the management representative may be for credit reasons or otherwise.

**2. DELAYS**

Van Isle will not be responsible for any loss resulting from delays in supply caused by strikes, lock-outs, labour disputes, raw material shortages, transportation delays or other matters beyond its control.

**3. PAYMENT**

Approved credit customers will pay the total purchase price within 30 days of the date of delivery. Customers without charge accounts will pay COD balance upon delivery of product. In default of payment, the purchaser agrees to pay interest on the unpaid balance at the rate of 2% per month (26.8% per annum). Van Isle reserves the right to exercise its Mechanic's Lien rights or the service of a third party collector at any time to insure collectability of all charges.

**4. SALES TAX**

The purchaser will pay the appropriate adjustment should there be a change after the date of contact in the rate of federal or provincial sales tax.

**5. DELIVERY**

The purchaser will provide an authorized representative to accept and acknowledge delivery of the material. If this is not done, previous practice will prevail. The purchaser agrees that shipping damages or shortages not noted at the time of delivery will be the responsibility of the purchaser.

**6. GENERAL**

- Van Isle reserves the right to decline warranty service to accounts which are not current and/or warranty on products for which payment has not been received by Van Isle in full.
- The cost of cleaning glass, metal or related products is not included in the contract price.
- Van Isle will not assume responsibility for damages to building interior from condensation or frosting of glass and aluminum products.
- Van Isle will not assume responsibility for costs incurred for "closing in" or "temporary glazing" necessitated by delays as outlined in paragraph 2 above.
- Van Isle will not assume responsibility for any repairs done or materials supplied by 3rd parties unless previously authorized by a management representative of Van Isle.
- Any non-standard products or custom fabricated material ordered by the purchaser, which is not used for any reason will not be accepted back for credit and will be charged to the purchaser at the contract price.
- Van Isle assumes no responsibility for scratched glass unless the scratch is inside the thermal sealed unit.




**WINDOW CONFIGURATIONS – ALWAYS AS VIEWED FROM OUTSIDE**

O = NON OPENING SECTION  
X = SLIDING VENT  
A = AWNING VENT  
C = CASEMENT VENT





Type of Material	Essential Skills
Inspection Form/ Estimate Form	Document Use, Complexity Level 3 also Writing      Numeracy      Working with Others
	

## Inspection & Estimate/Inspection

### Occupational Information

### Source

**Automotive Mechanical Installers  
and Servicers**

Blaskin & Lane Tire Centres

**NOC 7443**

**Job Title: Automotive Servicer**

Automotive servicers install replacement automotive mechanical parts and perform routine maintenance services, such as oil changes, lubrication and tire repairs on automobiles, trucks and heavy equipment.

### Purpose and Use of the Material

The *Inspection & Estimate/Inspection* form is part of the company's system to maintain quality standards. The mechanical installer uses it to: (i) perform a standardized inspection; (ii) assess the work needed; (iii) prepare a price estimate; and (iv) maintain records.

## Analysis

- This form **lists** all of the parts and systems that the company requires their mechanical installers to inspect. The components of the form each have a **table** to display information. For example, the *Tune-Up*, *Brakes* and *Suspension* **columns** feature lists of parts to inspect. The *Filters* cell in the *Tune-Up* column is further subdivided into the categories of *Air*, *Gas* and *Vent*. A similar structure is found in the *Suspension* column. The tables add to the form's complexity, but their **similar structure** makes it easier to understand.
- There are several points to consider in assessing the complexity of finding and entering information on this form. First, there are several different ways to **enter information**, including check marks, numbers and words or brief sentences. For example, when inspecting parts for a tune-up, check marks are placed in the *Okay* or *Replace* column. Second, the person completing the estimate section must **refer** frequently to the information entered during the inspection. Third, other documents are referenced to find current price information when preparing the estimate; this requires numerical calculations. In many jobs, document use skills are often used in tandem with numeracy skills. In this case, **money math and measurement and calculation math skills** are used. Finally, the **estimate** part of the form is divided into *Safety*, *Necessary* or *Comfort* to help customers make decisions. **Inference** is required to **categorize** the repairs; choosing the appropriate category involves judgement.
- The *Inspection & Estimate/Inspection* form is somewhat complex because it assumes the user has **specialized job-related knowledge**. For example, the form uses **technical terms** such as “control arm bushings” and “vacuum booster.” In addition, users must have knowledge of inspection procedures.

## User Tips



Discuss the **importance of inspection criteria** and the use of **tables** to display them. What other jobs can learners identify that require completing inspection forms?

Have learners **design an inspection form** for a common task, such as cleaning a house. Start by developing a list of inspection criteria and organizing them into categories. Convert this list into a table. Completing the form may involve entering such information as numbers, check marks or brief text. Which document design is the easiest to understand?



Complete several *Inspection & Estimate/Inspection* forms in advance and prepare a corresponding price list. Ask learners to complete the form. Stress the importance of accuracy.

One purpose of this form is to standardize a process. Ask learners to identify some process of interest to them (e.g., comparison shopping for a car or stereo system) and **develop a form** to use in that activity.



Test learners' knowledge of car parts. What is a wheel cylinder? What are calipers? What is an alternator? Divide learners into **teams** and ask them to **research** the appearance and use of various car parts. This may involve a visit to a local garage.





## INSPECTION &amp; ESTIMATE/INSPECTION



TUNE-UP		OKAY	REPLACE	BRAKES		OKAY	REPLACE	SUSPENSION		WITHIN SPECS	REPLACE
				FRONT				WHEEL ALIGNMENT			
BELTS				REAR				SHOCKS OR STRUTS	FRONT		
HOSES				WHEEL CYLINDER				REAR			
BATTERY				CALIPERS				BALL JOINTS	UPPER		
BATTERY CABLES				MASTER CYLINDER				LOWER			
CARBURETOR/FUEL INJECTION				HOSES				INNER			
VALVE COVER GASKETS				RETURN & H.D. SPRINGS				OUTER			
STARTER				DRUMS				SLEEVE			
ALTERNATOR				ROTORS				STRUT ROD BRUSHINGS			
PLUGS				EMERGENCY BRAKE CABLES				PITMAN ARM OR CENTRE LINK			
PLUG WIRES				REAR AXLE SEAL & BEARINGS				IDLER ARM			
DISTRIBUTOR CAP				FRONT WHEEL SEAL & BEARINGS				SPRINGS			
AIR				VACUUM BOOSTER				CONTROL ARM BUSHINGS			
GAS								CV BOOTS & JOINTS			
VENT											
TIRES (less than 2/32 remaining tread depth is dangerous)				OK	REPLACE	COMMENTS ON WORK NEEDED					
MAKE	SIZE	TIRE POSITION	AIR PRESSURE	EXHAUST							
				MUFFLER							
				TAIL PIPE							
				FRONT PIPE							
				CONNECTOR PIPE							
				CATALYTIC CONVERTOR							
QUAN	SAFETY	PRICE	QUAN.	NECESSARY	PRICE	QUAN.	COMFORT	PRICE	ESTIMATE ONLY		
									1. SAFETY		
									2. NECESSARY		
									3. COMFORT		
									TOTAL		
1 TOTAL SAFETY				2. TOTAL NECESSARY				3. TOTAL COMFORT			
								WORK DONE BY			

## Occupational Information

"Dressings," Guelph, Ontario

# NOC 6481

Image consultants advise clients on their personal appearance to improve personal or business images.

This estimate and order form known as a *quotation* is used by image consultants and their clients as a record of the client's order and the corresponding charges for related goods and services. It is a legal contract between the two parties. The image consultant completes the form in consultation with the client, who signs to indicate acceptance of the terms.

- Four major sections make up the **structure** of this one-page entry form. Each section uses a different document type and contains multiple pieces of informa-

tion. At the top of the form, underneath the title, is a **fill-in-the-blank section** to record key information related to the client and order. The second section is a **checklist** to enter information on the order. The third section is a brief paragraph of text detailing the terms of payment. This section ends with the client's signature and the total amount of the estimate, including taxes. The final section, bolded for emphasis, is a **list** of *Other Great Products and Services*. The presence of **different document types**, containing multiple pieces of information, increases the complexity of the document itself even though each section is presented in a straightforward manner.

- In many jobs, document use skills are often used in tandem with **numeracy skills**. This document is somewhat difficult because the user must perform numerical calculations and look at different areas of the document to obtain the information required. For example, to enter the *Total* of the *Supplies* column, users refer to the list of supplies, calculating the costs of fabric and lining using applicable rates and adding the cost of other supplies needed for the order. As the form is the basis of a legal agreement between the vendor and the client, **accuracy** is important. Most vendors adhere to their written commitments even when they make errors that give customers a better price.
- **Money math** and **measurement and calculation math** are the main applications here. Numerical calculations are typically done with a calculator. The mathematical foundations used in completing the form include the following specific math skills or knowledge areas: number concepts (whole numbers, decimals, percentages, fractions); patterns and relations (use of rate); and shape and spatial sense (areas).
- Users must read the form carefully to discern if prices for fabric are based on the metric **system of measurement** or the imperial. (The former uses metres and the latter uses yards.) Users also need to understand what is meant by "unit" for the items which are not measured in metres or yards.

### User Tips



The *Supplies* checklist may present some difficulty because the items listed are not in **alphabetical order**. In addition, some terms such as *Bandroll* and *Interfacing* may not be clearly understood without specialized knowledge. Get learners to bring in other checklists and **compare** them to this checklist. Do the checklists collected have similar features or do they differ? Examine them as to clarity and ease of use.

Discuss with learners the features of this quotation which make it both an **estimate** and an **order sheet**.





Fill in the Quantity section of several “*Dressings*” *Quotations* in advance by checking various selections; photocopy them for distribution. Also prepare a price list for accessories such as belts and handbags. Ask the learners to complete the forms by calculating the **applicable prices and taxes**. Stress the importance of accuracy. Variations: Change the payment fee schedule (e.g., 50% / 25% / 25%). Vary the tax rate.

**Brainstorm a list of measurement units** (e.g., feet, metres, gallons, litres, inches, centimetres), using categories such as weight, distance, volume and temperature. Use the list to introduce the imperial and metric systems of measurement. Note that while Canada has adopted the metric system of measurement, many workplaces still require knowledge of the imperial system of measurement. Prepare various **word problems** that require learners to convert from one unit of measurement to another (e.g., feet to inches) or to **convert** from one system of measurement to another (e.g., Fahrenheit to Celsius).



Ask learners to **explain in their own words** the meaning of the section entitled *Terms*. Ask them to think of some scenarios where these terms would be important to a client. Explore with learners the obligations which clients assume when they sign documents.



## "DRESSINGS" Estimate & Order Sheet

Order Number: \_\_\_\_\_ Garments: \_\_\_\_\_  
 Client Name: \_\_\_\_\_ Date: \_\_\_\_\_ Wearing Date: \_\_\_\_\_  
 Pattern(s): \_\_\_\_\_

Supplies		Labour		Accessories
Pattern (average)	\$10.00	Consulting	\$20.00	Neckpiece
Fabric (average)	\$15.98 x	Shopping	\$10.00	Bracelet
	\$15.98 x	Major Pattern Drafting		Earrings
Lining	\$9.98 x	Cutting	\$10.00 x	•Pierced
Elastic	\$2.00	Basting	\$10.00 x	•Clip On
Thread	\$8.00	Sewing		Scarf
Buttons	\$8.00	Finishing	\$10.00 x	Shoes
Interfacing	\$6.00	Approximations:		Shoecaps
Shoulder Pads	\$8.00	•Skirts	\$50.00	Belt
Snap	\$0.50	•Tops	\$50.00	Handbag
Zipper	\$1.30	•Jackets	\$150.00	Slip
Parking				Camisole
Needles	\$0.50			Miscellaneous
Buckles				
Pins	\$0.50			
Velcro				
Trim				
Shipping	\$2.00			
Calls / Admin. Charge	\$10.00			
Home Service				
<b>TOTAL</b>	_____	<b>TOTAL</b>	_____	<b>TOTAL</b>

**Terms:** Payment fee schedule 25% / 25% / 25% / Balance. Estimates are subject to a 20% variable reflected in final price. Readjustments in style & alterations after final fittings may incur additional costs. If for any reason this order results in cancellation, garments and materials in production become the property of "DRESSINGS".

I agree to the estimate quoted and understand the above terms. \_\_\_\_\_  
 Client Signature

Estimate	\$	_____
Total Sale	\$	_____
Tax	\$	_____
Taxed Amount	\$	_____
Less Deposits	\$	_____
Order 25%	\$	_____
Labour 25%	\$	_____
Fitting 25%	\$	_____
<b>Balance Owning</b>	\$	_____

*Thank you for displaying your trust in our service and expertise.*

# "DRESSINGS"

315 Paisley Road, Guelph, Ontario N1H 1R2 (519) 836-2686

## Type of Material

Menu Form  
(includes  
checklist,  
pictures and  
symbols)

## Essential Skills

Document Use, Complexity Level 3

also

Reading Text,  
Complexity  
Level 1

Writing



## Menu

## Occupational Information

**Other Medical Technologists and  
Technicians (Except Dental Health)**

**NOC 3219**

**Job Title: Dietary Technician**

Dietary technicians assist dietitians and nutritionists to plan and supervise food service operations.

## Source

Calgary Regional Health  
Authority

## Purpose

*Menu* forms are provided to hospital patients to make their daily meal selections. Patients may ask dietary technicians to help them select meals in accordance with Canada's Food Guide recommendations. Dietary technicians use the completed forms to monitor patients' food selection.

## Analysis

- The structure of the front of the form is fairly simple. Menu selections are grouped using familiar **headings**, such as *fruit* and *soup*. The same structure is used for the breakfast, lunch and supper menus. Selections are made by placing

an X on the line to the left of each menu item. The patient's name, unit and room number are entered in a space at the lower right. In contrast to the front of the form, the back is more complex because it features several different **document types** including drawings, a list, icons, a logo and text.

- It is easy to **find and enter information** on the menus. A standardized bar of information at the top of each menu indicates the specific meal and day, with instructions for making selections. The menu headings (e.g., *desserts*) act as **search criteria** to locate menu options. Little inferencing is required to find or enter information on the menus.
- This document is rated at Complexity Level 3 because actually using Canada's Food Guide recommendations to choose meals is a complex task for many reasons. The food group targets are on the other side of the page. The menu isn't organized by headings that match the Food Guide categories, **requiring inference** to make the matches. For example, is a *three bean salad* considered a vegetable or meat alternative? Does *carrot cake* count as a vegetable? Dietary technicians are available to answer questions.

### User Tips



Brainstorm a list of foods and beverages belonging to each of the four food groups outlined in Canada's Food Guide (i.e., milk and milk products; meat, fish, poultry and alternatives; breads and cereals; fruits and vegetables). Ask learners to list their food consumption for the previous day by food group and analyze whether Canada's Food Guide recommendations were met. Ask the learners to **keep a journal** of their food consumption for one full week and then identify how their diets might be improved.

Introduce the **metric and imperial systems of measurement** using examples based on weight and volume of the various menu options. Note that while Canada has adopted the metric system of measurement, many workplaces still require knowledge of the imperial system of measurement. Develop **word problems** to build skill in performing measurement conversions.



**Design icons** to represent the types of food shown as sub-headings in the menus that are not specified in a food group of Canada's Food Guide (e.g., *soup, entrees, desserts, spreads, special items*).

**Discuss common types of forms** used at home (ballots, deposit forms, magazine subscription forms, income tax forms) and at work (vacation request forms, purchase orders, equipment checklists). Involve the learners in **collecting** various forms and completing them accurately.





**Identify possible areas of confusion** on the menu. For instance, *mustard* and *ketchup* are listed as *entrees* rather than as *condiments*. Ask learners to identify other ways of presenting the information. Which way is clearest?

*See Appendix B for a black and white master of this material for photocopying.*



Please note the day that this menu will be served!

Ensure your name, unit and room number are written on each section of the menu.

Return completed menu on your **SUPPER** tray. If your menu is not returned, we will make the selection for you.



Good nutrition plays an important role in your recovery.

The department of Dietetics recommends that you follow Canada's Food Guide when choosing your meals.

Canada's Food Guide recommends:

- Milk and Milk Products  
2 - 4 servings daily
- Meat, Fish, Poultry and Alternatives  
2 servings daily
- Breads and Cereals  
3 - 5 servings daily
- Fruit and Vegetables  
4 - 5 servings daily



If you have any questions regarding your meal service, ask to see a Registered Dietitian or Dietary Technician who will be pleased to assist you.

**The Calgary**  
**General Hospital**  
Bow Valley Centre  
Peter Lougheed Centre



**BREAKFAST MONDAY I Please Select Your Choice With X****FRUIT**

- ☐ Orange Juice  
☐ Apple Juice  
☐ Canned Peaches

**CEREALS**

- ☐ Sunny Boy  
☐ Cream of Wheat  
☐ Rice Krispies  
☐ Milk for Cereal

**SPECIAL ITEMS**

- ☐ French Toast  
☐ Syrup  
☐ Pineapple Carrot Muffin

**SPREADS**

- ☐ Strawberry Jam

- ☐ brown toast ☐ coffee  
☐ white toast ☐ decaf. coffee  
☐ butter ☐ tea  
☐ margarine ☐ 2% milk  
☐ salt ☐ skim milk  
☐ pepper ☐ milkette  
☐ sugar ☐ cream substitute  
☐ brown sugar ☐ hot water  
☐ low sodium seasoning  
☐ wheat bran

NAME: \_\_\_\_\_

UNIT: \_\_\_\_\_ RM #: \_\_\_\_\_

Menu Items are Subject to Change

**LUNCH MONDAY I Please Select Your Choice With X****FULL****SOUP**

- ☐ Vegetable Soup  
☐ Soda Crackers

**VEGETABLES**

- ☐ Green Beans  
☐ Sliced Tomatoes

- ☐ brown bread ☐ coffee  
☐ white bread ☐ decaf. coffee  
☐ butter ☐ tea  
☐ margarine ☐ 2% milk  
☐ salt ☐ skim milk  
☐ pepper ☐ milkette  
☐ sugar ☐ cream substitute  
☐ low sodium seasoning ☐ hot water

**ENTREES**

- ☐ Macaroni & Cheese  
☐ Ketchup  
☐ Corned Beef Sandwich  
on Light Rye  
☐ Mustard

**DESSERTS**

- ☐ Carrot Cake  
☐ Sliced Pineapple

NAME: \_\_\_\_\_

UNIT: \_\_\_\_\_ RM #: \_\_\_\_\_

Menu Items are Subject to Change

**SUPPER MONDAY I Please Select Your Choice With X****FULL****JUICE**

- ☐ Cranberry Juice

**VEGETABLES**

- ☐ Parmesan Rice  
☐ Sliced Beets  
☐ Carrots  
☐ Three Bean Salad

- ☐ brown bread ☐ coffee  
☐ white bread ☐ decaf. coffee  
☐ butter ☐ tea  
☐ margarine ☐ 2% milk  
☐ salt ☐ skim milk  
☐ pepper ☐ milkette  
☐ sugar ☐ cream substitute  
☐ low sodium seasoning ☐ hot water

**ENTREES**

- ☐ Oven Baked Chicken  
☐ Tuna Salad Sandwich  
☐ brown ☐ white

**DESSERTS**



- ☐ Canned Fruit Cocktail  
☐ Oatmeal Cookies

NAME: \_\_\_\_\_

UNIT: \_\_\_\_\_ RM #: \_\_\_\_\_

Menu Items are Subject to Change



<b>Type of Material</b> Report Form (includes drawings)	<b>Essential Skills</b> Document Use, Complexity Level 3 also Writing      Numeracy	
		

## Welding Report / City Hall Interlocking

### Occupational Information

**Welders**  
**NOC 7265**

**Job Title: Arc Welder**

Arc welders operate welding equipment to weld ferrous and non-ferrous metals.

### Source

City of Calgary Transportation  
 Department, Transit Division

### Purpose and Use of the Material

A welding report records the details of welding jobs assigned to each welder. A welding report is routed to the welder's supervisor and roadmaster after it has been filled out.

### Analysis

- The *Welding Report* includes check boxes and spaces to enter numerical information, words or sentences. **Headings** organize the information, such as *Electric Arc Weld* and *Inspections Completed*. The arc welding diagrams take up most of the form. The presence of **more than one document structure** increases the *Welding Report's* complexity.

- The user needs **specialized welding knowledge** to interpret and use the diagrams. Welders would know that the **dots** in the top two diagrams represent rail joints. They must be familiar with the spatial alignment and location of rail joints in the City Hall/ LRT intersection. They then use their **spatial skills** to compare the dots on the first two diagrams with the intersection itself and circle which dots are relevant to the work completed.
- To enter the required information on the bottom left diagram, welders must know from an **overhead perspective** where on the tracks they completed their job and the direction of the tracks. This requires some specialized knowledge.
- **Specialized vocabulary** is sometimes used and adds to the document's complexity. Words and **abbreviations** such as *Electrode used*, *Ultrasonic*, *IB*, *OB* and the north/south/east/west **symbol** may require some background knowledge to understand their meaning.
- The bottom right diagram requires the welder to use **numerical** and **spatial** skills. For example, to enter the information on the diagram, the welder must accurately show where on the rail a crack was welded, and whether it was the west or east rail. This entry must be done to scale.
- The form uses **bold-face type** to indicate the four spaces where temperature information is to be recorded. **Measurement math** is used to record rail temperature, air temperature, welding pre-heat temperature and welding post heat temperature.
- The *Welding Report* serves as a time sheet and an inspection report as well as a record of a particular welding job.
- Users of the *Welding Report* may have to **refer to other materials** when completing the form. For example, a sentence at the bottom of the form states: **THIS REPORT IS TO BE CARRIED OUT IN COMPLIANCE WITH THE PRESCRIBED STANDARDS AND PROCEDURES AS OUTLINED IN THE LRT TRACK AND RIGHT OF WAY MAINTENANCE MANUAL.** Looking up references in other materials adds to this form's complexity.

## User Tips



Ensure learners understand the concept of **north, south, east and west**. Have them perform a task in the classroom. Then **draw to scale an overhead perspective** of the task. Determine the directions N, S, E and W in these diagrams.

Introduce **the concept of temperature**, as in body temperature and air temperature. Now look at rail temperature and welding pre-heat



temperature. How could these be measured? What different types of measurement instruments would be used?



Have learners study the **design** of the *Welding Report*. How has the use of the following given meaning to the document?

- line
- space
- boxes
- different fonts
- grouping devices

Take a **trip** to a place where welders work. Have welders introduce welding to learners, using welding terminology. Have them demonstrate how the welding is done and what forms they use before and after completing a job.



A **word parts study exercise** could help learners transfer their understanding of one familiar word to another, unfamiliar word. Look at **prefixes** such as *ultra* in *ultrasonic* and *therm* in *thermite*. What do they mean? What are some other words that begin with these prefixes? Repeat the above activity, using **suffixes** such as *sonic* and *ite*.

Discuss some key welding **terms** such as *electrode* and *electric arc*. Have learners identify other kinds of welding, such as MIG and TIG. Explain these **acronyms**.







TS5213(R1999-02)

THE CITY OF CALGARY  
TRANSPORTATION DEPARTMENT  
TRANSIT DIVISION  
ENGINEERING AND MAINTENANCE  
LRT TRACK AND WAY

## WELDING REPORT

YYYY MM DD

WELD #		PROJECT				LOCATION												
KILO	ROUTE	DIRECTION <input type="checkbox"/> IB <input type="checkbox"/> OB	RAIL <input type="checkbox"/> N <input type="checkbox"/> S	<input type="checkbox"/> E <input type="checkbox"/> W	ALIGNMENT <input type="checkbox"/> CURVE <input type="checkbox"/> TANGENT	TIME STARTED (24hr)	RAIL TEMP °C	AIR TEMP °C	<input type="checkbox"/> RECORDED IN LEDGER									
RAIL SECTION		TRACK COMPONENT				MANUFACTURER		COMPOSITION <input type="checkbox"/> CARBON <input type="checkbox"/> MANGANESE <input type="checkbox"/> OTHER (EXPLAIN)										
STANDARD PRE-HEAT THERMITE WELD		WELD KIT MANUFACTURER		GAP		PROFILING COMPLETED <input type="checkbox"/> YES <input type="checkbox"/> NO		INSPECTIONS COMPLETED										
INSPECTION RESULTS								<table border="1"> <tr> <td>VISUAL <input type="checkbox"/> YES <input type="checkbox"/> NO</td> <td>MAGNETIC PARTICLE <input type="checkbox"/> YES <input type="checkbox"/> NO</td> <td>ULTRASONIC <input type="checkbox"/> YES <input type="checkbox"/> NO</td> </tr> <tr> <td><input type="checkbox"/> PASSED</td> <td><input type="checkbox"/> PASSED</td> <td><input type="checkbox"/> PASSED</td> </tr> <tr> <td><input type="checkbox"/> FAILED</td> <td><input type="checkbox"/> FAILED</td> <td><input type="checkbox"/> FAILED</td> </tr> </table>		VISUAL <input type="checkbox"/> YES <input type="checkbox"/> NO	MAGNETIC PARTICLE <input type="checkbox"/> YES <input type="checkbox"/> NO	ULTRASONIC <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> PASSED	<input type="checkbox"/> PASSED	<input type="checkbox"/> PASSED	<input type="checkbox"/> FAILED	<input type="checkbox"/> FAILED	<input type="checkbox"/> FAILED
VISUAL <input type="checkbox"/> YES <input type="checkbox"/> NO	MAGNETIC PARTICLE <input type="checkbox"/> YES <input type="checkbox"/> NO	ULTRASONIC <input type="checkbox"/> YES <input type="checkbox"/> NO																
<input type="checkbox"/> PASSED	<input type="checkbox"/> PASSED	<input type="checkbox"/> PASSED																
<input type="checkbox"/> FAILED	<input type="checkbox"/> FAILED	<input type="checkbox"/> FAILED																
ELECTRIC ARC WELD	REASON FOR WELD				TYPE OF ELECTRODE USED		PRE-HEAT TEMP °C	POST HEAT TEMP °C	PROFILING COMPLETED <input type="checkbox"/> YES <input type="checkbox"/> NO									

## ARC WELDING DIAGRAMS

WELDER'S NAME (PRINT NAME)

WELDER'S SIGNATURE

DISTRIBUTION: WHITE - SUPERVISOR, LRT TRACK AND WAY

CANARY - ROADMASTER, LRT TRACK AND WAY

THIS REPORT TO BE CARRIED OUT IN COMPLIANCE WITH THE PRESCRIBED STANDARDS AND PROCEDURES AS OUTLINED IN THE LRT TRACK AND RIGHT OF WAY MAINTENANCE MANUAL.



TSS213B (R1999-05)

THE CITY OF CALGARY  
TRANSPORTATION DEPARTMENT  
TRANSIT DIVISION  
ENGINEERING AND MAINTENANCE  
LRT TRACK AND WAY

## WELDING REPORT CITY HALL INTERLOCKING

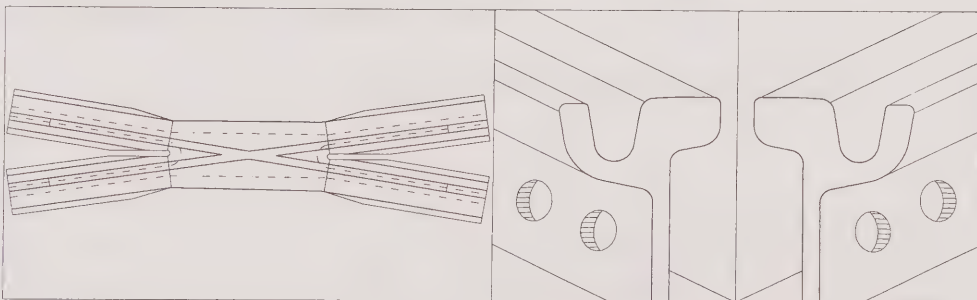
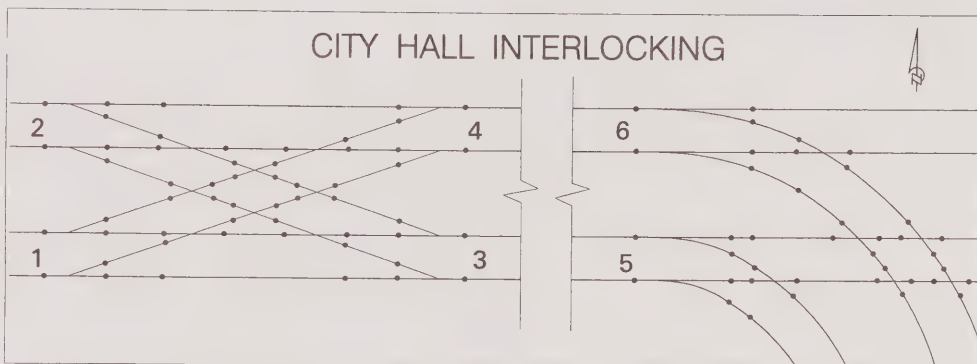
YYYY    MM    DD

WELD #		PROJECT				LOCATION			
KILO	ROUTE	DIRECTION <input type="checkbox"/> IB <input type="checkbox"/> OB	RAIL <input type="checkbox"/> N <input type="checkbox"/> S	<input type="checkbox"/> E <input type="checkbox"/> W	ALIGNMENT <input type="checkbox"/> CURVE <input type="checkbox"/> TANGENT	TIME STARTED (24hr)	RAIL TEMP °C	AIR TEMP °C	<input type="checkbox"/> RECORDED IN LEDGER
RAIL SECTION		TRACK COMPONENT				MANUFACTURER		COMPOSITION <input type="checkbox"/> CARBON <input type="checkbox"/> OTHER (EXPLAIN) <input type="checkbox"/> MANGANESE	

STANDARD PRE-HEAT THERMITE WELD	WELD KIT MANUFACTURER	GAP	PROFILING COMPLETED <input type="checkbox"/> YES <input type="checkbox"/> NO	INSPECTIONS COMPLETED		
INSPECTION RESULTS			VISUAL <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PASSED <input type="checkbox"/> FAILED	MAGNETIC PARTICLE <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PASSED <input type="checkbox"/> FAILED	ULTRASONIC <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> PASSED <input type="checkbox"/> FAILED	

ELECTRIC ARC WELD	REASON FOR WELD	TYPE OF ELECTRODE USED	PRE-HEAT TEMP °C	POST HEAT TEMP °C	PROFILING COMPLETED <input type="checkbox"/> YES <input type="checkbox"/> NO
-------------------	-----------------	------------------------	---------------------	----------------------	---

### ARC WELDING DIAGRAMS







WELDER'S NAME (PRINT NAME)	WELDER'S SIGNATURE
----------------------------	--------------------

DISTRIBUTION: WHITE - SUPERVISOR, LRT TRACK AND WAY

CANARY - ROADMASTER, LRT TRACK AND WAY

THIS REPORT TO BE CARRIED OUT IN COMPLIANCE WITH THE PRESCRIBED STANDARDS AND PROCEDURES AS OUTLINED IN THE LRT TRACK AND RIGHT OF WAY MAINTENANCE MANUAL.



Type of Material	Essential Skills			
Application Form	Document Use, Complexity Level 3			
	also			
	Reading Text, Complexity Level 2	Writing, Complexity Level 1	Numeracy	
				

## Training-on-the-Job Program Application

### Occupational Information

#### Personnel and Recruitment Officers

NOC 1223

#### Job Title: Human Resources Officer

Human resources officers identify and advertise job vacancies, recruit candidates, and help select and reassign employees.

### Source

Government of the Northwest Territories

### Purpose and Use of the Material

Employers complete this application form when seeking trainees under a funding program. The application form is reviewed by a government human resources officer to recommend whether the application should be approved.

### Analysis

- The *Training-on-the-Job Program Application* is somewhat complex. There are two main sections, *Employer/Agency Information* and *Training Information*, each with sub-parts.

- The reading required to process a completed document varies in complexity. The form is two pages long. Some sections, such as *Why do you want a trainee?* (*Rationale*) and *Other Relevant Information*, require careful reading since the human resources officer must **critique this information** and may need to read between the lines. When working with numerous applications, human resources officers can **scan** the applications for the most relevant sections, **comparing information** across applications.
- Reviewing a *Training-on-the-Job Program Application* may result in searches for additional information. For example, human resources officers may find an unfamiliar facility listed under *Training Facility* in the application. This may lead to a **search for information** about that facility's credentials.
- The **written text** is simple: the text is rarely longer than a paragraph. However, if applications are handwritten, human resources officers may have to read illegible handwriting, which makes the form more difficult to use.
- **Abbreviations** such as TOJ and ATOJ are not difficult for the human resources officer familiar with Training on the Job (TOJ) terminology, but may be difficult for outsiders using the application form.
- Users may **skim** the application form to get the gist of the employer and training information. They may **scan** the application form to locate the employer's phone number to make a follow-up call.
- Using this form requires some **scheduling and budgeting or accounting math**, such as reviewing the appropriateness of the training duration based on the estimated start date and end date information. Human resources officers often have a set budget and must **allocate funds** among several applicants, based on trainees' *wages per hour*, the length of the training period and whether they are being funded by other organizations.
- The human resources officer does very little writing on this application form. The writing requirement simply includes an approval signature and date. However, human resources officers may have to perform other writing tasks, such as **drafting inquiries** to employers or to other funders for more information.

### User Tips



Discuss **skimming and scanning**. How do skimming and scanning help readers to use forms such as the *Training-on-the-Job Program Application*? Have learners use these techniques on a homework assignment and report back on the effectiveness.



Have learners **process large amounts of textual information in a short time**. Have them use skimming and scanning techniques. For example, fill in 10 mock *Training-on-the-Job Program Applications*, and have learners answer the following questions as quickly as possible: Which applicant is requesting the most money? Which applicants are to attend institutional training?



Create **scheduling or budgeting and accounting math problems** based on the *Training-on-the-Job Program Application*. For example, complete five application forms showing different information. Have learners decide how best to allocate a \$20,000 budget among the applicants.

Create a **list of categories** under which the information in this form can be grouped, and present the information in a different format using these categories.



**TRAINING - ON - THE - JOB PROGRAM APPLICATION**

**CULTURE AND CAREERS**

**EDUCATION, CULTURE AND EMPLOYMENT**

**G.N.W.T.**

**ATOJ PROGRAM**

**TOJ PROGRAM**

**EMPLOYER/AGENCY INFORMATION**

<b>Business name</b>	<b>Mailing address:</b>
<b>Telephone :</b>	<b>Fax:</b>
<b>Type of Business:</b>	
<b>Contact Person:</b>	<b>Position:</b>
<b>Have you accessed this program before?    Y    N</b>	<b>When?</b>

**TRAINING INFORMATION**

<b>Trainee Position:</b>	
<b>Why do you want a trainee (Rationale)</b>	
<b>Trainee Name:</b>	
<b>Has the Trainee been on a previous program?   Y    N</b>	<b>When? What?</b>
<b>Trainer(s)' Name:</b>	
<b>Trainer's Qualification:</b>	

**Brief Background of Trainee**

Trainee's Wage: per hour \_\_\_\_\_

per week \_\_\_\_\_

Number of Hours/week

Number of weeks

Estimate Start date

End date

Training  
Method(s):

TOJ

Institutional

Other

Training Facility:

Other relevant Information:

Other funders:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Completion by Culture and Careers**

Approved

GSN

Date

CDO

ልክፍልነጥሎች ልራራሳቸው

ልራራሳቸው ልክፍልነጥሎች

ልራራሳቸው ልራራሳቸው ልክፍልነጥሎች

ጠቅላይ ልራራሳቸው

ልራራሳቸው ልራራሳቸው ልራራሳቸው	ልራራሳቸው ልራራሳቸው
----------------------	---------------

ልራራሳቸው ልራራሳቸው

ልራራሳቸው ልራራሳቸው	ልራራሳቸው
ልራራሳቸው	ልራራሳቸው
ልራራሳቸው ልራራሳቸው	
ልራራሳቸው	ልራራሳቸው
ልራራሳቸው ልራራሳቸው	ልራራሳቸው

ልራራሳቸው ልራራሳቸው

ልራራሳቸው ልራራሳቸው	
ልራራሳቸው ልራራሳቸው	
ልራራሳቸው ልራራሳቸው	
ልራራሳቸው ልራራሳቸው	ልራራሳቸው ልራራሳቸው
ልራራሳቸው ልራራሳቸው	ልራራሳቸው ልራራሳቸው
ልራራሳቸው ልራራሳቸው	
ልራራሳቸው ልራራሳቸው	

ልራሙልሙልኛ ፍራጽ ጋዋጥ/ጥላባጥ ልጋጭ/ሊካሄድ			
የወጪ/ጥላባጥ ልራግ/ፍራጽ		ለወጪ/ጥላባጥ ልራግ/ፍራጽ	
ልራግ/ፍራጽ ልራግ/ፍራጽ		ልራግ/ፍራጽ ልራግ/ፍራጽ	
ለጥላባጥ ልራግ/ፍራጽ		ልራግ/ፍራጽ ልራግ/ፍራጽ	
ልራግ/ፍራጽ	ልራግ/ፍራጽ ልራግ/ፍራጽ	ልራግ/ፍራጽ ልራግ/ፍራጽ	ልራግ/ፍራጽ
ልራግ/ፍራጽ ልራግ/ፍራጽ			
ልራግ/ፍራጽ ልራግ/ፍራጽ ልራግ/ፍራጽ			
ልራግ/ፍራጽ ልራግ/ፍራጽ ልራግ/ፍራጽ			




ልራግ/ፍራጽ: \_\_\_\_\_

ወጪ/ፍራጽ: \_\_\_\_\_

በሰላም/ልራግ/ፍራጽ ልራግ/ፍራጽ ልራግ/ፍራጽ ልራግ/ፍራጽ	
ልራግ/ፍራጽ	ልራግ/ፍራጽ ልራግ/ፍራጽ
ወጪ/ፍራጽ	ልራግ/ፍራጽ ልራግ/ፍራጽ





<b>Type of Material</b> Instruction Card (includes drawings and symbols)	<b>Essential Skills</b> <b>Document Use, Complexity Level 3</b> also Reading Text, Complexity Level 2      Numeracy      Significant Use of Memory	
		

## International Colour Code For Marking Buried Facilities

### Occupational Information

### Source

Alberta 1 Call Corporation

#### Plumbers, Pipefitters and Gas Fitters

**NOC 7253**

#### Job Title: Gas Fitters

Gas fitters install, inspect, repair and maintain gas lines and gas equipment such as meters, regulators, heating units and appliances in residential, commercial and industrial establishments.

### Purpose and Use of the Material

The Instruction Card presents guidelines for temporarily marking buried facilities, such as power lines, gas lines and sanitary sewers. This information is useful for workers excavating areas where there are hidden facilities. The information is presented on a card in an international colour code format along with some explanatory notes.

## Analysis

- **Colour coding** communicates information without reference to words or shape. The instruction card helps gas fitters identify the type of buried facility (e.g., electric power lines) by the colour of flags and wooden stakes planted in the excavation area.
- Colour coding may or may not be accompanied by textual definitions. For example, baby-care charts may be coloured blue or pink to indicate the sex of a child, with no attached explanation, whereas, paint charts may have words beside each colour. When using colour coding, users need to **memorize** the meaning of the colours.
- This instruction card is somewhat complex. The document is **two-sided** and information may be **cross-referenced** from one side to the other. For example, gas fitters may cross-reference the *HAND EXPOSE ZONE* paragraph on the back of the card with the diagrams on the front. The instruction card has **multiple parts**, each with a different document type, including colour codes, diagrams, a warning symbol, a logo and text.
- The diagrams on the document are complex. Some **specialized knowledge** is required to interpret the graphic under the word *EXPOSE*. Some **analysis is required to understand the connection** between the diagrams and the text.
- The warning symbol on the front of the card is **easily interpreted**. The meaning of the symbol itself — a shovel and excavator arm and bucket within a red circle with a line across it — is made explicit by the phrase *Call Before You Dig*. Most people already know that a red circle with a line across it means “no” or “do not”. Users can draw on their prior exposure to similar symbols to interpret this one. The *Alberta 1 Call* logo is also simple.
- Gas fitters follow the guidelines on the reverse side of the instruction card; accuracy is important for safety reasons. The sentences in the text are relatively simple; however, the **large amount of text** increases the card’s complexity. The bold-face headings and point form help gas fitters **scan** the card for specific information.
- Some **specialized terminology** is used, such as *backfill inspections* and *high pressure pipeline*. In addition, users must have a conceptual understanding of **metric measurements** such as “40 mm by 450 mm.”

## User Tips



Think of some contexts in which **colour coding** is used (e.g. coloured markings on piping, electrical wiring, navigation lights, etc.). What do these colour codes have in common?

Discuss the importance of having an **international colour code**, as opposed to a national, provincial or municipal colour code. Research other examples of international colour codes.



Use a colour code to **categorize** some items in the classroom, such as books. Create a colour code such as: blue = social science books (history, geography); red = liberal arts books (fiction and non-fiction, art, drama, music); and green = science books (physics, biology, chemistry). Ask learners to prepare a chart showing the number of books found in each category. How does the colour coding contribute to giving a clear picture of the items in the various categories?

**Organize a tour** of an excavation site (you could arrange this with a local gas company). Use the *International Colour Code for Marking Buried Facilities* card to identify markings at the excavation site. Identify other features, such as a hand expose zone and road markings. Learn the rules of the trade on this tour and be sure to ask questions of the professionals!












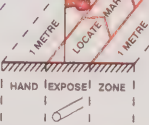

Discuss the **diagrams** under the colour code list. What makes them work? How could their design have been improved for easier interpretation? Design alternate diagrams to convey the same information.

Prepare rough sketches showing the boundaries and dimensions of excavation areas. Develop relevant **measurement and calculation math problems**, such as calculating the area of different shapes and measurement conversions.




### INTERNATIONAL COLOUR CODE FOR MARKING BURIED FACILITIES

	<b>WHITE</b> - Proposed Excavation
	<b>PINK</b> - Temporary Survey Markings
	<b>RED</b> - Electric Power Lines, Cable Conduit and Lighting Cables
	<b>YELLOW</b> - Gas, Oil, Petroleum and Gaseous Materials
	<b>ORANGE</b> - Telephone, Cable TV, Communication, Alarm and Signal Lines
	<b>BLUE</b> - Potable Water
	<b>GREEN</b> - Sanitary Sewers, Storm Sewers and Drain Lines
	<b>PURPLE</b> - Reclaimed Water, Irrigation and Slurry Lines






FACILITIES MUST BE HAND EXPOSED AND VISIBLE BEFORE MECHANICAL EQUIPMENT IS USED WITHIN THE HAND EXPOSE ZONE.



**1-800-242-3447**

PLEASE PROVIDE AT LEAST  
2 FULL WORKING DAY'S NOTICE





(99-07)

**GUIDELINES FOR  
TEMPORARY MARKINGS OF BURIED FACILITIES**

**ATTENTION EXCAVATORS:**

- Owners of buried facilities who are not members of Alberta One-Call must be contacted directly by excavators requiring locates.
- Hand expose zones for high pressure pipelines and fibre optic cables are 5m from locate marks. For all other facilities the hand expose zone is 1m.
- Backfill inspections are required for exposed facilities, unless locate slip indicates otherwise.

**PROPOSED EXCAVATION**

Mark boundaries of the proposed excavation in white. Surface marks on roadways should not exceed 40mm by 450mm.

**USE OF MARKINGS**

If your work is going to disturb the marks, it is your responsibility to provide more permanent marks, or references that will not be disturbed during your work.

**INTERPRETATION OF MARKS**

The marks you will find on your worksite show the type of facility, the direction the facility runs and its approximate location.

**HAND EXPOSE ZONE**

Any excavation within the hand expose zone must be performed with non-powered hand tools or non-destructive techniques until the buried facilities are exposed and visible.

**DEPTH OF FACILITY**

Depth of facility cannot be given.



**LOCATE FLAGS AND WOODEN STAKES**

For environmental and safety reasons, please remove locate flags and stakes upon completion of excavation activities.

Thank you for requesting that the locations of facilities be marked. Your respect for these facilities, for the safety of your workers and the public, is very much appreciated.

**USE EXTREME CAUTION TO AVOID CONTACT WITH THE FACILITIES. REPORT ANY DAMAGE TO FACILITY OWNER.**



<p>Type of Material</p> <p>Instruction Card</p>	<p>Essential Skills</p> <p>Document Use, Complexity Level 3</p> <p>also</p> <p>Numeracy</p>  
---	---

## Fallers Specifications Card

Occupational Information

Source

MacMillan Bloedel Limited

**Chainsaw and Skidder Operators**

**NOC 8421**

**Job Title: Faller**

Fallers operate chain saws to fell, delimb and buck trees, and operate skidders to move the felled trees from the logging site to the landing area for processing and transportation.

### Purpose and Use of the Material

This document provides fallers with specifications for cutting and sorting trees to industry standards. A grommet on the card (i.e., metal eyelet inserted in a hole) allows fallers to attach the card to their belt or vest for easy access. The card is printed so that the words face up toward the faller.

## Analysis

- This double-sided plasticized card is organized into several sections. Two-thirds of the document is **divided by colour**. For example, *hembal* wood is identified by a green block, *fir* by a purple block and *cedar* by a pink block. Other words are highlighted to group them together, such as *pine* and *spruce*. Within each coloured block, the card is further organized into sections called *Top Diameter* and *Prime Lengths*. Additional instructions are listed on the back of the card with bullets.
- The **measurement scale** running along the side of the card increases the card's complexity. The scale is in centimetres and helps the faller measure the diameter of trees.
- Fallers **locate one or two pieces of information** on the card at a time. For example, after cutting a *Cedar Sawlog* to the ground they may check the *Prime Length* on the card to ensure they buck (i.e., saw) the log to specifications. A new employee may also refer to the additional cutting instructions on the back of the card, such as *Log lengths must be taped from shortest side*.
- Users need **specialized knowledge** to understand the terminology on the *Fallers Specifications Card* and must apply it to the job. For example, users must **understand terms** such as *prime length*, *boomstick*, *undercut* and *buck* to apply the specifications on the card to cutting trees.

## User Tips



Prepare a matching-item exercise by listing forestry terms and jargon on the left and definitions on the right. Ask learners to **match the terms** on the left to the definitions on the right using connecting lines.

butt	bottom of a tree
undercut	two cuts made to make a tree fall
snag	a standing dead tree
buck	saw a felled tree to specified measurements
fell/fall	cut a tree down (Canadians tend to use “fall”; “fell” is used in other countries.)
shatter	a tree that has broken into pieces when it hit the ground
taped	measured with a measuring tape
boomsticks	logs used in making a frame to transport other logs

schoolmarm	a tree characteristic in which one branch becomes dominant and the other becomes inferior
fork	a tree characteristic in which two branches are dominant and form the top of a tree
pistol butt	a curve in the butt of a tree caused by the tree growing on a slope
cull material	material picked out and put aside as inferior (rotten)

Introduce the concept of **jargon** as the language peculiar to a particular trade, profession or group. Why are schoolmarm and pistol butt examples of jargon while fall and shatter are not?




Prepare a cloze exercise and ask learners to enter missing words using the forestry terms and jargon listed above. Sample sentences could be: Before \_\_\_\_\_ a tree, an \_\_\_\_\_ must be taken from the stump. Once the tree has been \_\_\_\_\_, a faller must \_\_\_\_\_ it for maximum value recovery at prime lengths. (Missing words: falling, undercut, felled, buck)

Introduce the metric measurement units of centimetres and metres. Using the *Fallers Specifications Card* measure items in the room in both centimetres and metres. Prepare various measurement conversion word problems for learners to solve.







**MacMillan Bloedel Limited**  
**NORTH ISLAND • PORT MCNEILL**  
**STILLWATER • SOUTH ISLAND**  
**Old Growth**  
**Fallers Specifications Card**

**HEMBAL HIGHGRADE 50% Surface Clear**  
Min. Top Diameter: **60cm**  
Prime Lengths: **12.5m, 10.6m, 8.9m, 6.4m**

**HEMBAL SAWLOG**  
Min. Top Diameter: **40cm**  
Prime Lengths: **16.6m, 12.5m, 8.3m**

**HEMBAL GANG**  
Top Diameter: **20cm to 39cm**  
Prime Lengths: **16.6m, 12.5m, 8.3m**

**BALSAM PEELERS**  
Top Diameter: **20cm to 39cm**  
Prime Lengths: **16.6m, 13.3m, 8.3m**

**FIR HIGHGRADE 50% Surface Clear**  
Min. Top Diameter: **60cm**  
Prime Lengths: **12.5m, 10.6m, 8.3m, 6.4m**

**FIR/PINE SAWLOG**  
Min. Top Diameter: **40cm**  
Prime Lengths: **16.6m, 14.6m, 12.5m, 10.6m, 8.3m, 6.4m**


**FIR/PINE GANG/PEELER**  
Top Diameter: **20cm to 39cm**  
Prime Lengths: **16.6m, 13.3m, 8.3m**

**CEDAR HIGHGRADE 50% Surface Clear**  
Min. Top Diameter: **80cm**  
Prime Lengths: **12.5m, 10.7m, 6.4m**

**CEDAR SAWLOG**  
Min. Top Diameter: **40cm**  
Prime Lengths: **15.1m, 12.5m, 11.3m, 10.1m, 6.4m**

**CEDAR GANG**  
Top Diameter: **15cm to 39cm**  
Prime Lengths: **15.1m, 12.5m, 11.3m, 10.1m, 6.4m**

**CEDAR SHINGLE**  
Min. Top Diameter: Round Logs: **50cm**  
Slabs: **20cm x 30cm**  
Min. Length: **3.8m**



**CYPRESS/SPRUCE HIGHGRADE**

50% Surface Clear

Min. Top Diameter: **60cm**Prime Lengths: **16.6m, 14.6m, 12.5m,  
8.3m, 6.4m****CYPRESS/SPRUCE SAWLOG**Min. Top Diameter: **40cm**Prime Lengths: **16.6m, 14.6m, 12.5m,  
8.3m, 6.4m****CYPRESS GANG**Top Diameter: **15cm to 39cm**Prime Lengths: **16.6m, 14.6m, 12.5m,  
8.3m, 6.4m****SPRUCE GANG/PEELER**Top Diameter: **20cm to 39cm**Prime Lengths: **16.6m, 13.3m, 10.8m, 8.3m****ALDER/MAPLE SAWLOG**Min. Top Diameter: **20cm**Prime Lengths: **14.7m, 12.6m, 9.5m, 6.3m****ALL PULP LOGS**Min. Top Diameter: **15cm**Min. Length: **3.6m****BOOMSTICKS - Round, Sound, Straight**Min. Top Diameter: FIR/HEM: **36cm**BAL/SPR: **40cm**Max. butt diameter: **90cm**Preferred length: **20.1m****UNRECOVERABLE SAWLOG PRICES**Fir Highgrade: **5.1m, 4.4m**Fir/Hembal S/L: **4.3m** Cedar: **5.1m, 3.8m**Peelers: **5.4m** Cypress: **4.3m**



- Undercut must be taken from stump max. **30cm** on high side.
- Snags **3m** and over in height must be felled.
- Assess total length of tree before bucking.
- Buck for maximum value recovery at prime lengths.
- Log lengths must be taped from shortest side.
- Trim all limbs flush with the log.
- Broken ends and shatter to be bucked to 65% sound wood.
- Buck out forks, schoolmarms and pistol butts.
- Remove obvious cull material (less than 50% sound wood).

**WORK SAFELY**  
**YOUR FAMILY DEPENDS ON YOU.**

01/99





Type of Material	Essential Skills	
Brochure (includes drawings, symbols, tables)	Document Use, Complexity Level 3	
	also	
	Numeracy	
		

## Bridgestone Winter Tire Selector

### Occupational Information

### Source

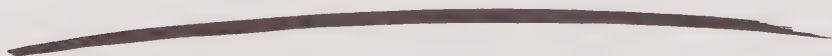
Bridgestone/Firestone Canada

**Automotive Mechanical Installers  
and Servicers**

**NOC 7443**

**Job Title: Tire Repairer**

Tire repairers repair tires on automobiles, trucks and heavy equipment.



### Purpose and Use of the Material

The brochure advertises Bridgestone's tire products and helps users make appropriate selections. Tire repairers may use the brochure when dealing with customers to support their recommendations.

### Analysis

- This brochure uses a variety of **document types** to present information such as drawings, brief text, icons, labelled pictures, tables and diagrams. This increases its complexity.

- Users may search more than once to find various pieces of information when reading the brochure. Some searches will result in **subsequent searches**. For example, after seeing the *Uni-T* icon on the first page of the brochure, users search for information about the features of *Ultimate Tire Technology*. This is found on the back of the brochure (*CO.CS, O-Bead, L.L. Carbon*). These paragraphs and symbols are not fully explanatory on their own, and could perhaps be clearer if illustrated with diagrams.
- The brochure includes a *Tire Selector Sizes* **table**. It is complex because there are multiple headings, five columns and a key to understanding the symbols. The coding used in the table also requires specialized knowledge about tires for cars and trucks to interpret it. For example, the table lists *P275/70R16* as one tire size under *70 series*. The user must know that *P* stands for passenger tire, *275* is the item number, *R* stands for radius and *16* is the radius of the tire in inches. This, and the meanings of the other numbers, is not obvious to the casual user.
- The *Cross Section of Tread* **diagram** is somewhat complex as it is not a document type that is familiar to most people. The label on the diagram is small and difficult to read. The reader must see that 45 % of the tire consists of compound and 55% consists of micropores. The diagram is confusing in that there appears to be no difference between the two diagrams except the labels.
- **Specialized knowledge** is required to understand the brochure. For example, terms such as *Passenger Tire Comparison* and *Light Truck Comparison* are used, which require background knowledge to understand them.
- In using the brochure, tire repairers are often asked to explain the information to customers in **plain language**. The quality of their advice to customers depends on their interpretation of the document.

## User Tips



Introduce the use of **symbols** and **keys** in tables, such as bullets, circles and stars. Collect examples of unique symbols that could be used in charts and tables. The bullet prompt on word processing programs may have a list of these. Ask learners to design different symbols to represent information. Create a table using symbols and a key to organize a large amount of information, such as which course credits are offered in which semesters.

Collect examples of documents that explain the make-up of products, such as tires, mattresses or sandwiches. These examples could include graphs, magnified sections of diagrams, or pictures. Have learners **design their own documents** that compare the contents or component parts of products.







Discuss **codes** with learners. What items in the classroom or workplace could be organized using codes? Design a **coding system** for these items using letters, numbers and symbols.

Introduce math concepts such as **percent** and **equivalencies** to learners. Create **word problems** based on these concepts (e.g., How would 45% be expressed in decimals? In fractions? If 30% of a tire was made out of compound, what percent of tread would make up the rest of the tire?).



# Bridgestone Winter Tire Selector

Mr. Stetson  
S. 1234

**Bridges One  
Winter Dress  
WINTER**



Ultimate Tire Technology



CO-03

**Innovative Tire Design**

**Improves Handling Stability and Produces a Quieter Ride.**



O-Bead

**Innovative Roundness**

**Innovative Roundness**  
Creates a Rounder Overall Tire Assembly  
Providing Better Balance and Confident  
Handling.



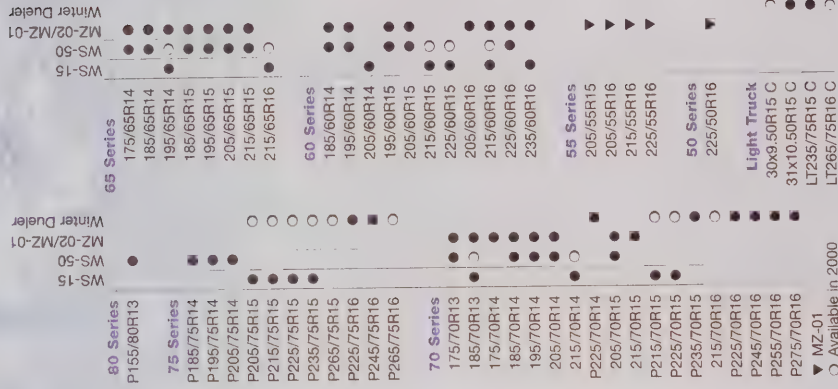
L.L. Carbon

**Innovative Compound**

**Innovative Compound**  
A Special Form of Molecular Re-engineered  
Carbon Black, Improving Wear Without  
Sacrificing Performance.

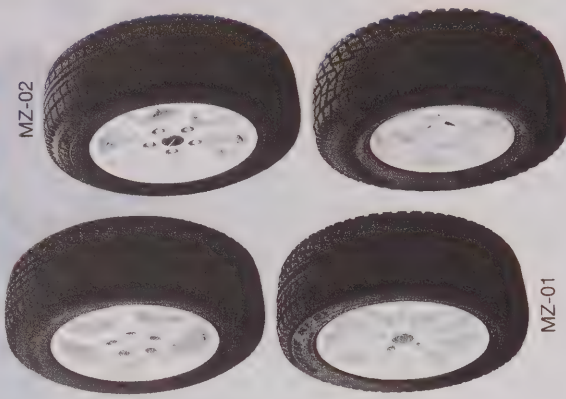
	Passenger Tire Comparison		Light Truck Comparison	
Snow Handling	WS-15	☆	☆	☆
	WS-50	☆	☆	☆
Snow Braking	WS-15	☆	☆	☆
	WS-50	☆	☆	☆
Snow Acceleration	WS-15	☆	☆	☆
	WS-50	☆	☆	☆
Ice Traction	WS-15	☆	☆	☆
	WS-50	☆	☆	☆
Ice Braking	WS-15	☆	☆	☆
	WS-50	☆	☆	☆
			All Terrain	☆
			Winter Dueler	☆

★ Good      ★ Better      ★ Best



66/31

05028



WS-50

M7-02

MZ-01

## Winter Dueler



Ultimate Tire Technology

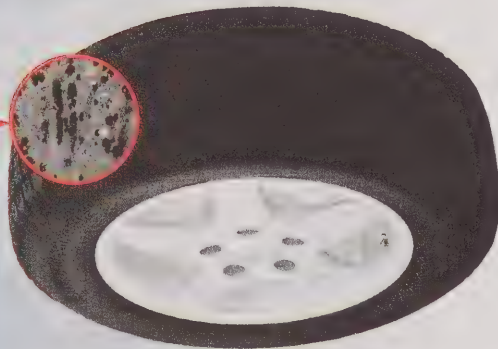


## ADVANCED TECHNOLOGY TIRES

# BLIZZAK<sup>®</sup> WS-50<sup>™</sup> With UNI-T<sup>®</sup>

The New WinterBiter<sup>™</sup>

Tube Multicell Compound

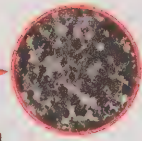


Conventional  
Multicell Compound

as found in

# BLIZZAK<sup>®</sup> WS-15<sup>™</sup>

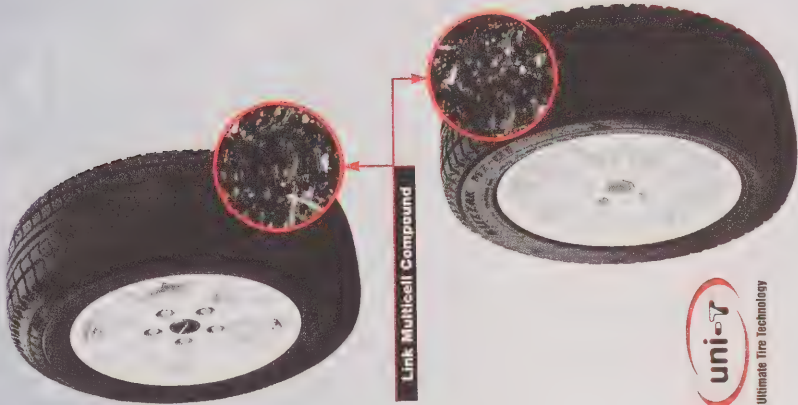
Ultimate Tire Technology



# BLIZZAK<sup>®</sup> MZ-02<sup>™</sup> MZ-01<sup>™</sup> With UNI-T<sup>®</sup>

The IceGripper<sup>™</sup>

Link Multicell Compound

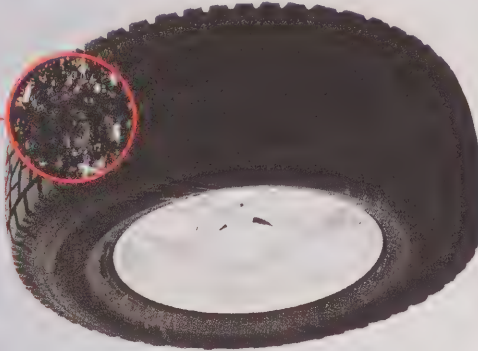


Ultimate Tire Technology

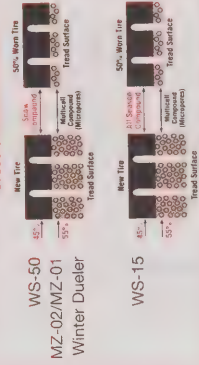
# WINTER DUELER<sup>™</sup> With UNI-T<sup>®</sup>

The Blizzak for  
Light Trucks and SUV's



Link Multicell Compound



## Cross Section of Tread





Type of Material Tables	<div> <div>Essential Skills</div> <div>Document Use, Complexity Level 3</div> <div>also</div> <div> <div>Numeracy</div> <div>Oral Communication</div> </div> <div>  </div> </div> <div>  </div>
----------------------------	---

## The Standard: National Advertising Rates

### Occupational Information

#### **Correspondence, Publication and Related Clerks**

**NOC 1452**

#### **Job Title: Advertising Clerk**

Advertising clerks receive customers' orders for advertising, write and edit copy, calculate advertising rates and bill customers.

### Source

The St. Catharines Standard,  
St. Catharines, Ontario

### Purpose and Use of the Material

This document lists the rates and guidelines that apply to purchases of advertising. Advertising clerks refer to the current rate sheet in providing quotations to potential clients and processing advertising orders.



## Analysis

- This document is double-sided and includes **three document types: lists, tables and brief paragraphs of text**. It is organized into different sections, some of which have **sub-headings**. For example, the *Mechanical Requirements* section includes the sub-headings *Broadsheet* and *Tabloid*. Each section contains multiple pieces of information, increasing the document's complexity.
- The small **font size** and the **number of words per line** add to the complexity. The use of blue shading for alternate rows in the *Dollar Volume Contracts* table helps users find information.
- Finding information in this document is somewhat difficult because a user must conduct several searches quickly to find all the relevant information for a particular client. For example, if a client enquired about a colour tabloid page, users would look under the *Tabloid* heading to find the width of various column options and search the *Color Advertising* heading to locate price information.
- Users may **integrate or compare several sections of the document**, such as the *Broadsheet* and the *Tabloid* sections to determine which is most useful to a client.
- Users need some **specialized knowledge** of the document's content to understand terminology, such as *Earlugs* and *Surprint Type* and abbreviations such as *R.O.P.*
- In many jobs document use skills are often used in tandem with **numeracy skills**. For example, this document requires **money math** to total bills; **scheduling or budgeting and accounting math** to evaluate the cost of advertising options; and **measurement and calculation math** to calculate space requirements.

## User Tips



Introduce and define the terms “**abbreviation**” (a shortening of a word or term that is spoken by pronouncing each letter) and “**acronym**” (a word formed from the initial letters of several words and spoken as an actual word). Note that workplaces frequently use abbreviations and acronyms which newcomers must learn. Brainstorm a list of commonly used abbreviations and acronyms. Discuss the benefits and drawbacks of using abbreviations and acronyms.

Have the learners choose text they have written or selected from their favourite book. Convert this text into different **publishing formats** (i.e., broadsheet size, tabloid size or section front earlugs) based on specifications set out in the *The Standard: National Advertising Rates*. This will involve measuring the width of columns and counting lines.



Develop word problems that require learners to **calculate rates**.

Have learners gather **rate tables** or **construct a table** related to a topic of interest and use this to reach a conclusion and justify it. Examples include calories burned by various exercises, rate sheets from different car rental agencies and fuel consumption rates for different car models.



Have learners create a rate table summarizing results they observed in a physics experiment.

**Lead a class discussion of advertising**, its purposes, varieties, characteristics, etc. Explore the words “broadsheet” and “tabloid.” Have learners bring in examples of each.



Have learners examine the classified ads section of the newspaper. Ask them to **write several of their own ads** and to calculate the cost of the ads based on their size. Expand the examination to other kinds of ads, such as car ads, cosmetic ads, etc. Distribute magazines and have learners select ads and summarize their intent, target audience and approach.

*See Appendix B for a black and white master of this material for photocopying.*

# The Standard

17 Queen Street, St. Catharines, Ontario L2R 5G5 Phone (905) 684-7251 Fax (905) 684-8011

A Division of Southern Inc.

## NATIONAL ADVERTISING RATES

Effective January 1, 1999

### DISPLAY ADVERTISING

#### Dollar Volume Contracts

Dollar Volume Contracts are determined by combining all dollars spent on Standard advertising including R.O.P., Classified display, TVtimes, Color Comics, specialty publications and flyer distribution.



Dollar Volume	Net Line Rate		Gross Line Rate	
	Mon.-Fri.	Sat.	Mon.-Fri.	Sat.
Up to \$2,500	\$1.56	\$1.70	\$1.84	\$2.00
Over \$2,500	\$1.42	\$1.55	\$1.67	\$1.82
Over \$5,000	\$1.35	\$1.47	\$1.59	\$1.73
Over \$10,000	\$1.30	\$1.41	\$1.53	\$1.66
Over \$20,000	\$1.29	\$1.40	\$1.52	\$1.65
Over \$25,000	\$1.19	\$1.30	\$1.40	\$1.53
Over \$35,000	\$1.18	\$1.29	\$1.39	\$1.52
Over \$50,000	\$0.87	\$0.95	\$1.02	\$1.12
Over \$75,000	\$0.85	\$0.93	\$1.00	\$1.09
Over \$100,000	\$0.84	\$0.92	\$0.99	\$1.08
Over \$125,000	\$0.83	\$0.91	\$0.98	\$1.07
Over \$150,000	\$0.82	\$0.90	\$0.96	\$1.06
Over \$200,000	\$0.81	\$0.89	\$0.95	\$1.05
Over \$250,000	\$0.80	\$0.88	\$0.94	\$1.04
Over \$300,000	\$0.79	\$0.87	\$0.93	\$1.02
Over \$350,000	\$0.78	\$0.85	\$0.92	\$1.01
Over \$400,000	\$0.77	\$0.84	\$0.91	\$0.99

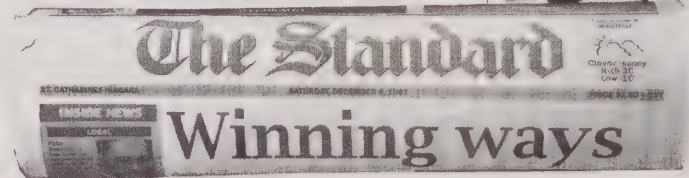
### Guaranteed Positioning

25% premium

### Color Advertising

	Net Rates		Gross Rates	
	Mon.-Fri.	Sat.	Mon.-Fri.	Sat.
One Color	\$438	\$477	\$515	\$561
Two Colors	\$759	\$827	\$893	\$973
Three Colors	\$1042	\$1136	\$1227	\$1337

One charge per broadsheet or tabloid page



The Standard is published Monday to Saturday and serves the St. Catharines — Niagara Region. The Niagara Region is ranked the sixth largest CMA in Ontario and the 12th largest in Canada.

Dan Gaynor

President and Publisher

Julia Kamula

Director of Advertising

Mishka Borsch

Advertising Manager

National/Multi-Market/Inside Sales

Kathy Gruhl

Advertising Manager

Classified

Bob Williams

Advertising Manager

Local Retail Sales

### Mechanical Requirements

#### BROADSHEET

Printed size - 11 1/2" x 21 1/2"

Number of Columns - 10

Column depth - 301 lines

1 column	1" wide
2 columns	2 1/8" wide
3 columns	3 5/16" wide
4 columns	4 7/16" wide
5 columns	5 5/8" wide
6 columns	6 13/16" wide
7 columns	8" wide
8 columns	9 1/8" wide
9 columns	unavailable
10 columns	11 1/2" wide

#### TABLOID

Printed size - 10 5/16" x 11 7/16"

Number of Columns - 9

Column depth - 160 lines

1 column	1" wide
2 columns	2 1/8" wide
3 columns	3 5/16" wide
4 columns	4 7/16" wide
5 columns	5 5/8" wide
6 columns	6 13/16" wide
7 columns	8" wide
8 columns	unavailable
9 columns	10 5/16" wide

### Page Requirements

Advertisements that exceed 90% of the column depth will be charged 100% of depth.

### RATES SHOWN EXCLUDE TAXES

All rates and charges are exclusive of any taxes.



**Section Front Earlogs**

20 lines x 2 columns

Earned line rate plus 25% premium

**Front Page Banner Advertising**

30 lines x 10 columns

Earned line rate plus 40% premium

**Inside Section Fronts**

40 lines x 10 columns

Earned line rate plus 25% premium

**Classified Section Front**

40 to 75 lines x 10 columns

Earned line rate plus 25% premium

140 lines x 10 columns

Earned line rate plus 15% premium

**Classified Employment Rates**

See Retail Display rates. Classified Employment priced separately.

Daily word ad contracts available.

**Classified Employment Rates**

Dollar Volume	Net Line Rate Mon.-Fri.	Sat.	Gross Line Rate Mon.-Fri.	Sat.
Up to \$2,500	\$1.63	\$1.78	\$1.92	\$2.09
Over \$2,500	\$1.49	\$1.62	\$1.75	\$1.91
Over \$5,000	\$1.42	\$1.55	\$1.67	\$1.82
Over \$10,000	\$1.36	\$1.48	\$1.60	\$1.74
Over \$20,000	\$1.35	\$1.47	\$1.59	\$1.73
Over \$25,000	\$1.25	\$1.36	\$1.47	\$1.60
Over \$35,000	\$1.24	\$1.35	\$1.46	\$1.59
Over \$50,000	\$0.91	\$0.99	\$1.07	\$1.16
Over \$75,000	\$0.90	\$0.97	\$1.06	\$1.14
Over \$100,000	\$0.89	\$0.96	\$1.05	\$1.13
Over \$125,000	\$0.88	\$0.95	\$1.04	\$1.12
Over \$150,000	\$0.87	\$0.94	\$1.02	\$1.11
Over \$200,000	\$0.85	\$0.93	\$1.00	\$1.09
Over \$250,000	\$0.84	\$0.92	\$0.99	\$1.08
Over \$300,000	\$0.83	\$0.91	\$0.98	\$1.07
Over \$350,000	\$0.82	\$0.90	\$0.96	\$1.06
Over \$400,000	\$0.81	\$0.89	\$0.95	\$1.05

**Frequency Discounts**

2nd insertion - 25% discount

3rd insertion - 50% discount

Discounts may be applied to Monday-Friday insertions only and must appear within 6 publishing days of 1st insertion

**TVTimes, Color Comics & Spadea Wraps**

Pricing available upon request.

**Flyer Distribution**

Total market coverage available locally, regionally or zoned.

Rates and coverage areas available upon request.

**Specialty Publications and Magazines**

The Standard publishes a variety of specialty publications and magazines designed to target your message to specific audiences. Call for rates, schedules and more information.

**REPRODUCTION AND MATERIAL GUIDELINES****Negatives/Film** - 85 line screen, Right Reading Emulsion Down (RRED)**TYPE GUIDELINES****Reverse Type** - 10 pt. sans serif acceptable reversed in solid black only. Otherwise, not less than 14 pt. reversed in areas having at least 50% tone value in black.

Screened type reversed in solid black must not exceed tint value of 20% black.

**Surprint Type** - Type should not be surprinted in areas that exceed 30% screen tint value.**Graphic Color (Screen Tints)** - The minimum screen tint that will reproduce is 20%.

Any tint 80% or higher will print solid.

**Spot Color Matching** - The Standard will closely match spot color by combining the four process colors (CMYK). For best results please refer to NAA Vol. 8.

Metallic and any other specialty inks are not available.

**Sports Stats Banner**

30 lines x 10 columns

Earned line rate plus 25% premium

**Weather Banner**

25 lines x 10 columns

Earned line rate plus 25% premium

**Stock Page Advertising**

100 lines x 5 columns

Earned line rate plus 25% premium

**Legal Announcements**

Legal official, municipal and election notices, including legal sales when set in 7 point type

\$1.68 per line Monday to Friday

\$1.83 per line Saturday

**ADS PREPARED ON DESKTOP SYSTEMS**

Requirements for materials supplied electronically are listed below.

**ACCEPTABLE DESKTOP GRAPHICS APPLICATION PACKAGES**

- Quark Xpress 3.3 - Adobe Photoshop 4

- Text Only: Any Word Processing Package saved as ASCII or Text file

**Note:** We will accept any EPS file which requires no modification and includes the fonts listed below.**Fonts:** The Standard is licensed for using the first 250 standard Adobe Post Script type fonts that may be used by clients. However, if an ad uses a font not under our license, an alternate font must be used or the ad must come in requiring no modification and be in a negative form to ensure the best reproduction. A complete list of fonts is available upon request through our advertising department.**Advertising Materials:** The preferred materials and methods of receiving materials are listed below. Ad materials, such as negatives received from outside sources will be on file for a period of 30 days from the last date of insertion.**FTP site access:** Ads may be sent to The Standard through the FTP site. This requires Internet access and the appropriate FTP transfer software. The following is the required log-on information:

Host: 204.101.86.5

User ID: sitg/scscomposing

Password: scs

Directory: d:/ftp/registered/scscomposing

**PLEASE: Let the account representative know that the ad is available for pickup.****Ads (or Graphics) on Disc:** We will accept text and ads on double sided high density 3.5" disks. For larger documents, 44, 88 or 300 meg (Mac formatted) SyQuest cartridges, or 100 meg (Mac formatted) ZIP drives.**Deadlines**

Copy for display advertising complete with material must be received not later than 10:30 a.m. two working days prior to publication. When proofs are desired, complete copy must be received by 1 p.m. three working days before publication. Special Section deadlines - 5 p.m. eleven working days before publication. Proofs are submitted for correction of typographical errors and price changes only. Excessive changes made in copy or layout may be charged at the rate of \$64.63 per hour. No proofs on copy under 200 modular agate lines. No cancellations guaranteed after 10 a.m. day prior to publication.

**Pre-Print Insert Delivery**

Accepted Mon.-Fri. 1 p.m. to 5:30 p.m. Material required 4 publishing days in advance of distribution. Any special sizes such as magazines, catalogues or product samples, requiring extended market coverage, or zoned distribution will be quoted individually. Materials scheduled for distribution should be shipped to:

**THE STANDARD**  
17 Queen Street, St. Catharines, Ontario L2N 9G5  
Receiving facilities at the rear of  
The Standard off William Street

**Customer Support Services****Creative**

Our staff of professional graphic artists are available to create effective advertising campaigns at no charge.

**Market Research**

At no additional cost, the trained advertising staff of The Standard can supply you with local and national market information, extensive readership and consumer behaviour information, retail sales figures, co-op advertising programs and proven newspaper ideas. The Standard is a member of C.N.A. and IADBANK.

**ATTENTION STANDARD ADVERTISERS**

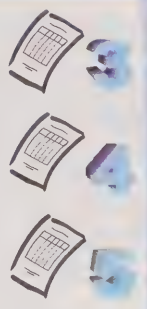

The publisher reserves the right to add the word "advertisement" to any paid matter. Right reserved to classify, censor, revise or reject any advertisement. \*No responsibility assumed for errors in advertisements beyond amount charged for that portion of the advertisement in which the error occurred. \*Please read your advertisement on the first day it appears as The Standard will not be responsible for more than one incorrect insertion. \*No responsibility assumed for failure to publish any advertisement ordered or accepted. \*Orders specifying or requesting page or position without payment of premium will be placed in the best position by The Standard. \*Orders specifying or requesting page or position without payment of premium and stipulating "only" or similar instructions will not be accepted. \*The Standard reserves the right to classify advertisements under the appropriate headings. \*All property rights, including copyright of the advertisement shall be vested in, and be the property of the newspaper. \*No such advertisement, or any part thereof, may be reproduced without the prior consent of the newspaper.

**CONTRACTS**

The publisher reserves the right to increase the rate stipulated herein at any time on 15 days notice in writing. The advertiser reserves the right to cancel contract, without short rate penalty, at any date upon which higher rates are made effective by the publisher. In the event a different contract level is achieved at the end of the contract period, a rebate or charge-back to the applicable contract rate will be applied. A contract must be signed in order to qualify for a rebate.





Type of Material	Essential Skills	
Table	Document Use,	
Assembly/ Exploded Drawing; Schematic	Complexity Levels 3, 4 and 5	
	also	
	Numeracy	
		

Exterior Door parts list and exploded drawing from the “213/203DC Parts Manual, Hot Drink Merchandiser” / Troubleshooting Chart and the Schematic Version C Software from the “213 Hot Drink Merchandiser Service and Operation Manual”

#### Occupational Information

#### Source

**Other Repairers and Servicers**  
**NOC 7445**

#### **Job Title: Vending Machine Repairer**

Vending machine repairers repair and service a wide variety of vending machines.

Automatic Products  
International, Ltd., St. Paul,  
Minnesota

## Purpose and Use of the Material

The *213 Troubleshooting Chart* provides vending machine repairers with a **table of problems, possible causes and remedies** to refer to when repairing machines.

The *Exterior Door assembly/exploded drawing* and its attached parts list illustrates the assembly of the exterior door of a vending machine and **illustrates** how it is assembled. Vending machine repairers may refer to these drawings when fixing machines to **understand** which parts are involved in the repair.

The *Version C Software schematic* provides a highly abstract model of the flow of electricity through the vending machine. The schematic **illustrates the function** of each of the pieces and **how they are electronically connected** to each other. Using the schematic, vending machine repairers can trace the flow of electrical potential through the vending machine to **identify and fix problems**.

## Analysis

### *Troubleshooting Chart, Document Use, Complexity Level 3*

- The *Troubleshooting Chart* is a **table (combined list)** with three headings: *Problem*; *Possible Cause*; and *Remedy*. It is a combined list in that the organization of the list in the first column determines the order of items in all the other lists.
- There are **multiple pieces of information** in the six-page *Troubleshooting Chart*, making it a somewhat complex document. No categories have been developed to describe the types of problems and there is no use of capitalization or bolding to make key words stand out. This increases the complexity of using the document.
- Some **knowledge of the content of the document is required** to use the information. For example, phrases such as *110 Vac hot to center terminal* or terms such as *MODE 2* would not be understood by an outsider.
- Using the *Troubleshooting Chart* on the job may require **cross-referencing** to other information sources. For example, to service or replace an exhaust motor as suggested in this table, vending machine repairers may have to refer to a manual for the motor. This makes using the *Troubleshooting Chart* more complex.

### *Parts List and Exploded Drawing, Document Use, Complexity Level 4*

- This is a **paired document**. The numbers on the *Exterior Door* table correspond to the parts shown on the exploded drawing. The fact that the two pages have to be viewed together to be fully understood increases the complexity of using these materials.

## Parts List

- The *Exterior Door* **parts list is a table**. The columns are organized by consecutive identification numbers, part numbers and part names. It is a **combined list** in that the second two columns rely on the organization of the first column.
- The order of the parts in the list is determined by the logical order of the drawing, rather than alphabetical order. This may be a complicating factor if repairers use the list to find a particular part number.
- Repairers have to be familiar with the **terminology** in the list to use it effectively. For example, vending machine repairers may search for a black decal on the machine to identify the coin return. A reader unfamiliar with the terminology of the list might search for the word sticker, instead of decal. Among the *decal* parts listed, they can search for the black one specifying coin return.
- Users have less trouble interpreting **specialized terminology**, such as *bezel*, *diffuser* and *lens*, and **abbreviations**, such as *ASM*, as they become more experienced.

## Assembly/Exploded Drawing

- The terms ***assembly drawing* and *exploded drawing* are used interchangeably**. They represent the physical appearance of an object and show how it is assembled. All the parts' sides are at an angle to the observer. Vending machine repairers generally have some background knowledge in reading assembly/exploded drawings before using them on the job.
- The exploded drawing has **multiple sections**, such as *Detail A*, *Detail B* and *Detail C*, which makes the document more complex. The three detail drawings are **blowups of parts** found in the larger drawing and show more detailed information than is possible on the bigger drawing.
- Users make a **direct match** between the part found on the parts list to its corresponding part on the exploded diagram. The results of one search, however, may lead to a **second search**. For example, if the *Debit Card Filler Plate* is jammed (#27), after locating the part on the exploded drawing, the repairer would also notice that part #32, a nut, would need to be unscrewed to remove the whole part from the door.

## Schematic, Complexity Level 5

- **Schematics are abstract views** of a thing's or process's operation. They illustrate how parts relate to one another and are useful when learning how to operate a machine or when explaining a process.
- This schematic is a **complex** document. There are **multiple pieces of information organized in multiple sections**. The use of lines, boxes, numbers, letters, arrows, circles and symbols makes the document more complex.

- The schematic is complex because it represents the pieces in terms of their **function** instead of their physical resemblance. This document can be interpreted only by someone familiar with reading schematics. Usually, vending machine repairers will be trained in reading schematics before being sent on the job. When using the schematic, vending machine repairers have the opportunity to **cross-reference** it to the actual machine or piece of equipment.
- Including textual explanations right on the schematic instead of on a separate page makes the schematic easier to use. For instance, we learn that the machine as drawn is in standby mode, ready to vend. Several other details are also included.
- **Specialized terminology, acronyms and symbols** make the document more complex. Terminology such as *Credit Power Board*, *Snubber* and *Autoflush Enable Door Switch* would not be understood by outsiders, nor would symbols such as the circled *S*'s, *M*'s and *H*'s and codes such as *36303/36304* listed under the *Motor Control Board*. In addition, voltage measurements must be understood.
- The use of **lines** in the schematic makes it more complex. The lines indicate switches, junctions, loops in electricity and starts and stops in electrical connections.
- The **text labels** are very small. The sheer number of tiny parts, pin connections and symbols makes finding a specific piece of information difficult.
- Using the schematic to assess what is wrong with a broken vending machine requires both **mechanical and electrical knowledge**.

### User Tips



Refer to the *Exterior Door* exploded drawing and parts list. Create **word problems** to practise using the two document type/structures together. Sample questions could be:

1. What is the name of part 9? 12? 33? 36?
2. What are the identification numbers of the following parts?
  - *Debit Card Filler Plate, Gray*
  - *Cam, Lock, Door*
  - *Nut, Push-On, 1/4, S-T, ZP*

Learners will practise **consecutive search skills**.



Have learners look at the *Exterior Door* exploded drawing and practise visually attaching parts to the door, relying on their **spatial skills** and using the printed lines as a reference. Have them roughly sketch what the door would look like from the outside once all the parts are attached.



Discuss the purpose of a *Troubleshooting Chart*. Work with learners to **create a troubleshooting chart** to help solve problems, such as computer malfunctions, video recorder/movie projector breakdowns, etc. Draw on the expertise of the class to determine **possible causes and remedies**.

Discuss what **categories** you would establish to make information easier to find on the *213 Troubleshooting Chart*. How could the chart be reorganized to make it easier to use?

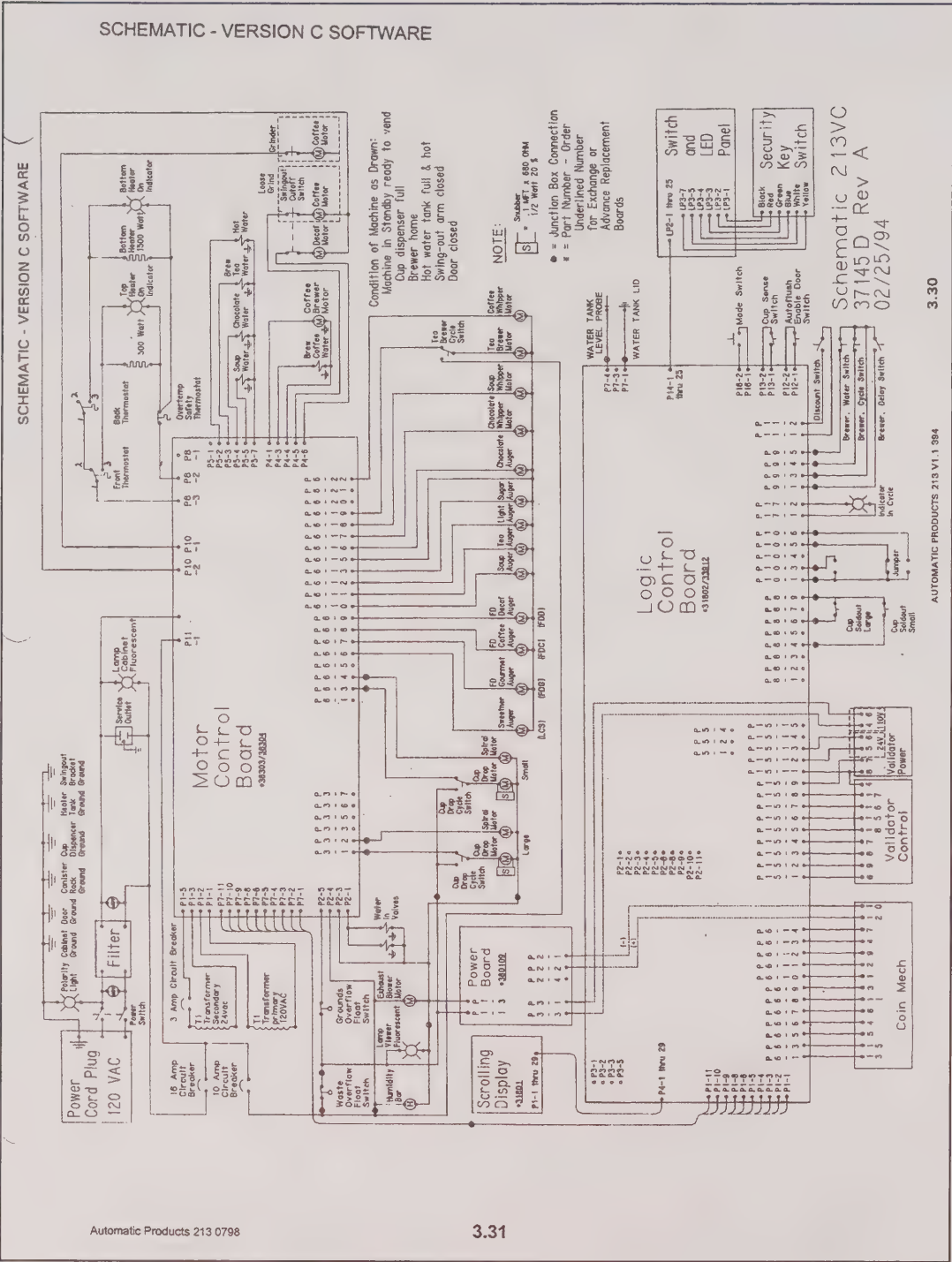


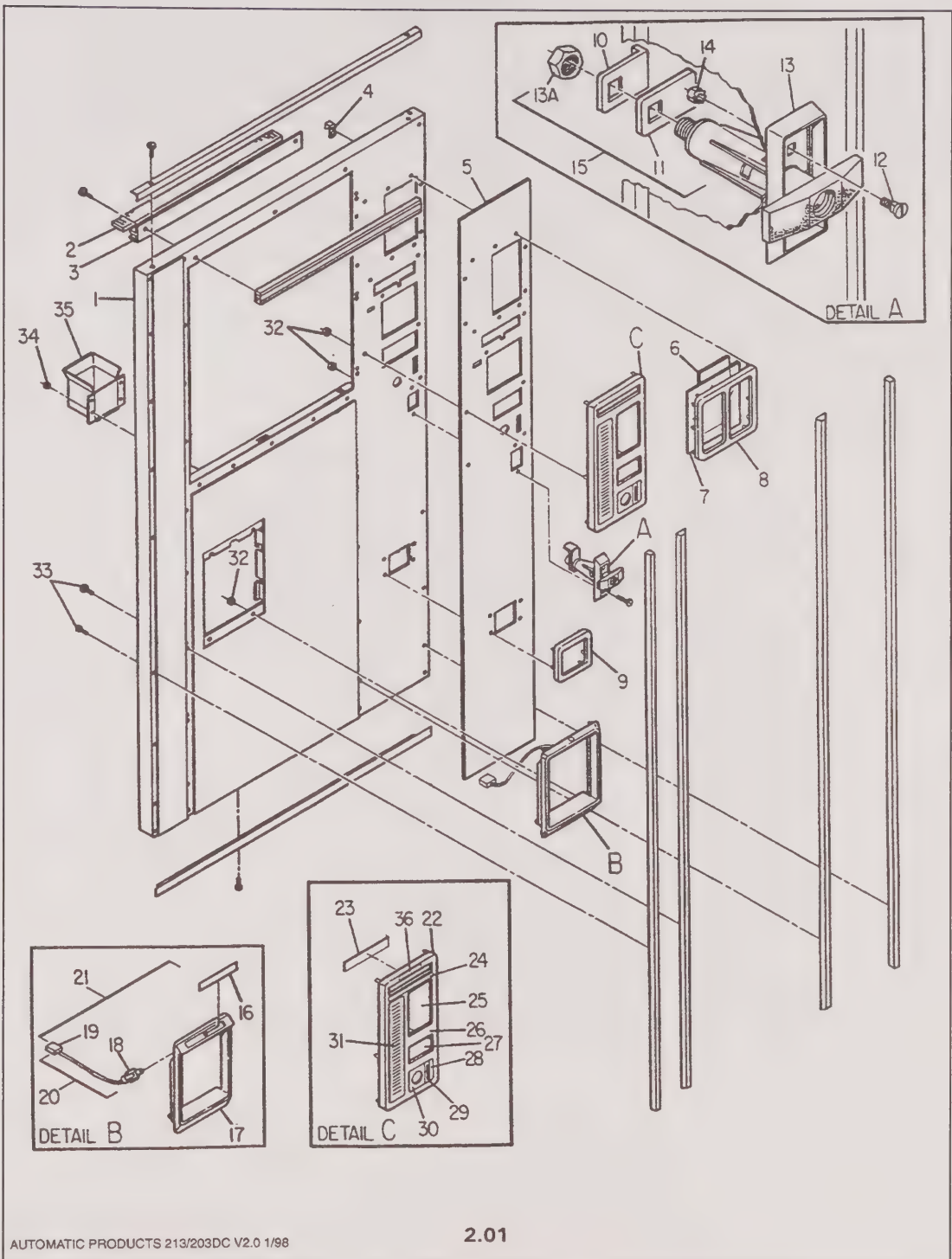
The types of **lines** used in documents can affect their meaning. For example, dotted lines may suggest an indecisive or loose connection. Examine the *Schematic - Version C Software*. What do the lines used here mean? Plan a class visit to a local vending machine repair company and investigate how lines are used on their schematic drawings.

Various **symbols** are used in this schematic. Have learners identify the number of different symbols used to represent elements. Ask learners to look at some other schematics and discover what they have in common with this one. Have them do some textbook research or talk to professionals to gain greater insight into the use of schematics. Finally, have learners report their findings back to the class.









AUTOMATIC PRODUCTS 213/203DC V2.0 1/98

2.01

**EXTERIOR DOOR**

(VINTAGE STYLE SHOWN)

1.	35875	DOOR ASM, WELDED (ONLY), DC
1A.	36167	DOOR ASM, EURO STYLE, WELDED (W/VIEWER OPENING)
1B.	36167-1	DOOR ASM, EURO STYLE, WELDED (WO/VIEWER OPENING)
2.	33611-1	DIFFUSER LENS, 23 15/16 X 2 3/16 (NOT USED ON TRON & COVERPLATE STYLE)
2A.	31393	DIFFUSER LENS, 23 1/8 X 1 11/16 (ONLY USED ON TRON & COVER PLATE STYLE)
3.	30796	BRACKET, DEFFUSER LENS
4.	31640	NUT, PAL, .185/.190 DIA. STUD
5.	34391	PANEL, RIGHT SIDE, W/BEAN VIEWER OPENING
5A.	34392	PANEL, RIGHT SIDE, WO/BEAN VIEWER OPENING
6.	36050	ARTWORK, VIEWER, STANDARD 92
6A.	37463	ARTWORK, VIEWER, ARAMARK
7.	31085	WINDOW, VIEWER
8.	35638	BEZEL, VIEWER, BLACK
8A.	35638-1	BEZEL, VIEWER, GRAY
9.	440296	BEZEL, COIN RETURN CUP, BLACK
9A.	440296-2	BEZEL, COIN RETURN CUP, GRAY
10.	31825	CAM, LOCK, DOOR
11.	30453	CAM, LOCK, CHICAGO #4266
12.	00792	SCREW, 10-32 X 1/2, FLAT HEAD
13.	29922	LOCK, CHICAGO #4266
13A.		NUT (PART OF ITEM 13-NOT SOLD SEPARATELY)
14.	11750	NUT, 10-32 KEP, EXT LK WA, PL
15.	30460	LOCK & CAM ASM, CHICAGO #4266 (INCL ITEMS 10,12,13)
16.	34201	DECAL, CUPWELL BEZEL
17.		BEZEL, CUPWELL (NOT SOLD SEPARATELY-ORDER ITEM 21)
18.		INDICATOR, LED, WIRED (NOT SOLD SEPARATELY-ORDER ITEM 20 & 21)
19.		HOUSING (NOT SOLD SEPARATELY-ORDER ITEM 20 OR 21)
20.	35393	KIT, CYCLE LAMP WIRED & DECAL (INCL ITEMS 16 AND 18)
21.	34365	BEZEL ASM W/CYCLE LAMP, BLACK (INCLUDES ITEMS 17 & 20)
21A.	34365-1	BEZEL ASM W/CYCLE LAMP, GRAY (INCLUDES ITEMS 17 & 20)
22.	320057	BEZEL, CONTROL CENTER
23.	440310	LENS, DISPLAY
24.	35227	LABEL, "USE YOUR OWN CUP OR OURS"
25.	660370	BILL VALIDATOR FILLER PLATE, BLACK
25A.	660370-2	BILL VALIDATOR FILLER PLATE, GRAY
26.	460414	DECAL, BEZEL, CONTROL CENTER, BLACK
26A.	460414-3	DECAL, BEZEL, CONTROL CENTER, GRAY
27.	660371	DEBIT CARD FILLER PLATE, BLACK
27A.	660371-2	DEBIT CARD FILLER PLATE, GRAY
28.	460417	DECAL, COIN INSERT, BLACK
28A.	460417-2	DECAL, COIN INSERT, GRAY
29.	440309	COIN INSERT, ENTRANCE
30.	460416	DECAL, COIN RETURN, BLACK
30A.	460416-2	DECAL, COIN RETURN, GRAY
31.	32227	DECAL, VERTICAL, CONTROL CTL, BLACK W/STRIPES
31A.	32227-1	DECAL, VERTICAL, CONTROL CTL, GRAY W/STRIPES
32.	18443	NUT, PUSH-ON, 1/4, S-T, ZP
33.	29942	SCREW, 6 X 3/8, HH, SD, PST 48TWHX
34.	18443	NUT, 1/4 S-T, PAL
35.	600503	CUP ASM, COIN RETURN
36.	36067	DECAL, REGULAR/LARGE CUP SIZE

## 213 TROUBLESHOOTING CHART

PROBLEM	POSSIBLE CAUSE	REMEDY
No power-complete machine including fluorescent light and service outlet	Power cord unplugged	Plug in power cord
	Loose or broken wire in power cord	Repair or replace
	Bad connections in power cord to EMI filter and switch panel	Check all terminals
	No voltage from wall outlet	Check outlet and supply circuit breaker
	On/off switch or wiring defective or open	Repair or replace
Machine will not vend or accept money	Circuit breaker(s) tripped	Reset or replace
	Power transformer disconnected or defective	Repair or replace Check MCB P1-3 and P1-5 for 24Vac
	Defective coin mechanism	Replace or disconnect and test machine using MODE 2
	110V coin mech won't operate	Check power board for 110Vdc-lower left corner of inside of door
	MODE 13-MS1600 option is Y	Change to N
Start/Enter does not operate	Security key switch is on	Key cannot be removed-return to off so key can be removed
	Defective LED/switch circuit board	Repair or replace
Bottom heater comes on first during initial power up	Thermostats wired incorrectly on tank lid	110Vac hot to center terminal, front thermostat
Excessive amount of liquid in overflow bucket	Probe assembly loose or incorrect length	Repair or replace switch
	Commodity water valve leaking	Repair or replace
	Water inlet valve leaking	Repair or replace-check supply line for high pressure. Install pressure regulator to correct.
	Flush cycle activating every 12 hours	Disable or reduce flush cycle or service machine more frequently
Lightener and/or sugar not selected but appearing in drink	Clogged exhaust system	Check steam exhaust (duct, hose, fan and humidity bar)-clean as needed
	Exhaust motor not running	Service or replace
	Scratched or defective trough causing poor wash	Replace
	Low spot in hose between whipper outlet and delivery spout	Trim hose to remove low spot
	Product mixed in canisters	Dump products and replace





## Type of Material

Assembly/  
Exploded  
Drawing; Table

## Essential Skill

Document Use, Complexity Level 4



## Parts List/ Drawing No. 7002: Model R-99 Power Head

## Occupational Information

**Storekeepers and Parts Clerks**

**NOC 1472**

**Job Title: Parts Supplier**

Parts suppliers sort, store and issue parts and supplies for use by the establishment in which they work and for sale to the public.

## Source

Doorlec Corporation, Montreal,  
Quebec

## Purpose and Use of the Material

This assembly/exploded drawing shows how the power head is mechanically and electrically assembled, and what the parts physically look like. The *Parts List* identifies the parts illustrated in the drawing. By using both the drawing and the list, parts suppliers can obtain parts for customers, recognize if they have ordered the wrong parts and answer assembly questions.

## Analysis

- **Exploded drawings** are used to show how something is assembled. Such drawings are **realistic portrayals** of the products and their parts. This physical resemblance helps users visualize how to assemble products.

- In *Drawing no. 7002*, the product being assembled is a security system that would be installed on a door. *Drawing no. 7002* shows **multiple parts**. A large number of parts in a drawing can be distracting when searching for one specific part. This makes the document more complex.
- The *Parts List* consists of four columns of information: *Part No.*, *Drawing No.*, *Code No.* and *Description*. This is a **combined list** as the order of information in each column depends on the organization of the first column. The presence of **two document types/structures** increases the complexity of using this document.
- If a parts supplier receives a call from a company or customer wanting a particular part without knowing the code number, the parts supplier would **scan** *Drawing no. 7002* to find the correct part using the customer's descriptions as clues. After **identifying** the part, the corresponding *Code Number* and part *Description* in the *Parts List* would be found and the part would be **retrieved**. If the wrong part was ordered, parts suppliers may also reference *Drawing no. 7002* to identify the correct part.
- The challenge of viewing a product and **comparing** it to the parts in the exploded drawing may be difficult. The drawing, however, helps the parts supplier see the parts of the power head which cannot otherwise be seen without taking the power head apart. The drawing may also be used to help a customer assemble a new power head, replace missing parts or respond to requests for individual parts.
- Sometimes more **searches** within the drawing may be conducted as a result of an initial search. For example, when replacing a *V Belt (Part No. 23)*, the parts supplier may locate the *V belt* on the drawing and realize that other parts are attached to it. As a result, the parts supplier may suggest that a new *Flange Bearing (Part No. 39)* should also be ordered.
- Exploded drawings are **specialized documents**. Parts suppliers require training and on-the-job exposure to exploded drawings to learn how to read them. Some parts suppliers will also be mechanics and will, therefore, have received this training. Because specialized knowledge is needed to interpret the document, it is complex.
- **Specialized terminology** in the exploded diagram also makes it more complex. For example, the specialized term *Oilite Cam* may only be understood by a parts supplier. **Abbreviations** such as "*V*" *Belt Pulley* and *MA15 1/2* are also probably only recognized by parts specialists.

### User Tips



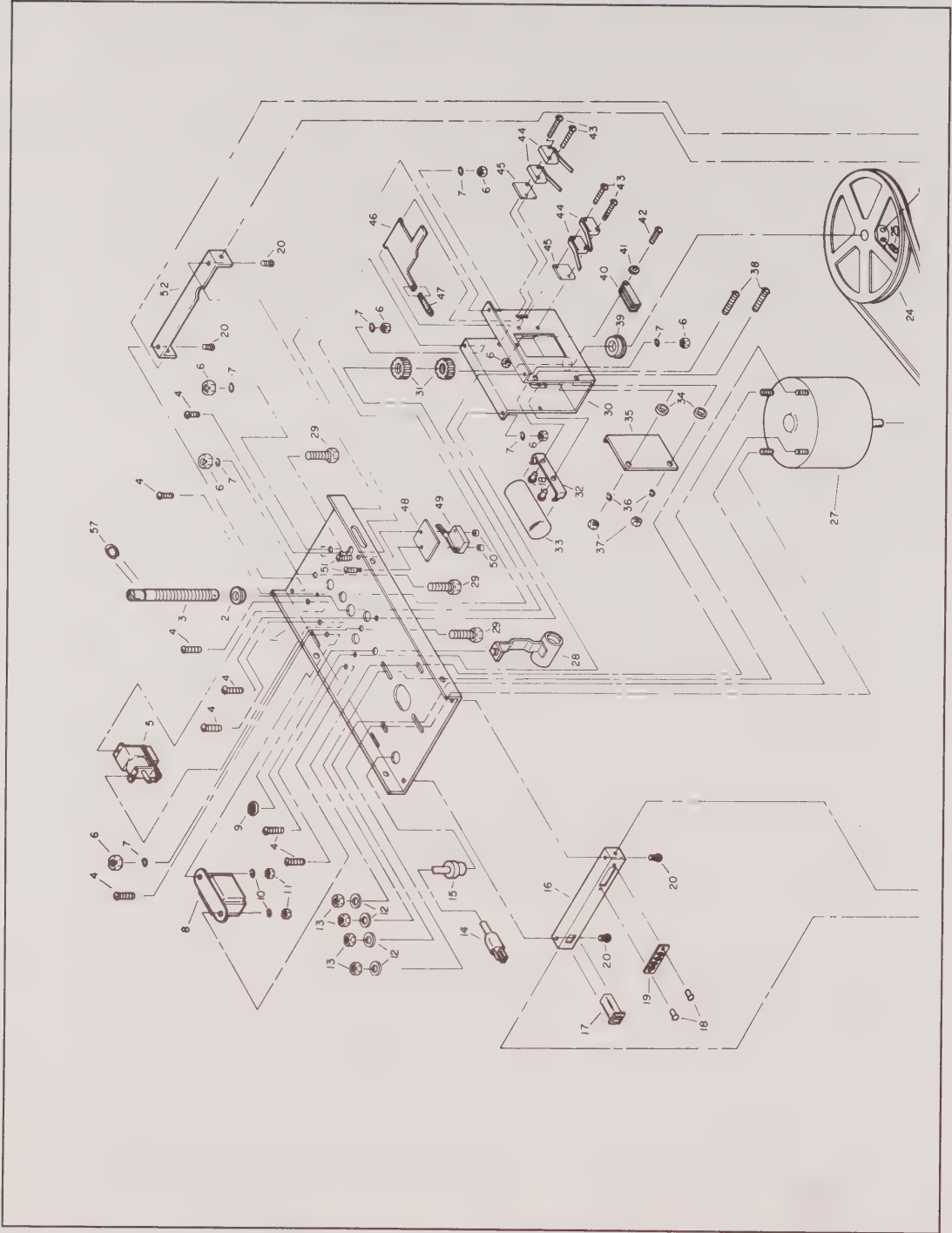
Create **word problems** to introduce parts lists to learners. Some example questions could be:

1. What is the *Description* corresponding to *Part No. 28*? *Part No. 41*?
2. How many *Code No.*'s begin with the number 43? 11?
3. What is the *Part No.* for a *Nut, hex 8-32*? *Capacitor*? *Plate, traveling retainer*?

Examine the **code numbers** with the learners. How could these be reorganized to make the list more efficient?

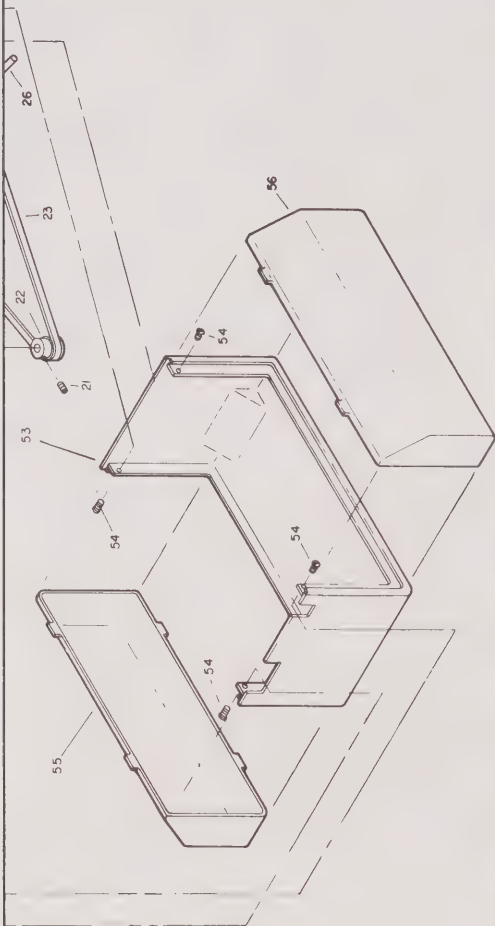
Have learners **collect some simple exploded drawings** and their accompanying instructions. Exploded drawings may come with games, models or simple products from hardware stores. Have learners practise their **spatial skills** by cross-referencing the parts with diagrams to assemble the products.





**PARTS LIST**  
**MODEL R-99 POWER HEAD**  
**Drawing no 7002**  
**MECHANICAL AND ELECTRICAL**

PART NO.	DRAWING NO.	CODE NO.	DESCRIPTION
1	7002	43868	Base plate, chassis
2	7002	28412	Flange bearing $\frac{5}{8}$ " (1.59 cm) bore Oilite bushing
3	7002	43404	Shaft, cam
4	7002	11375	Machine screws $\frac{5}{32}$ " $\frac{3}{8}$ " (.63 x .94 cm)
5	7002	43855	Relay, power motor starting
6	7002	11811	Nut $\frac{1}{4}$ " (.63 cm) - 20
7	7002	11377	Lock washer $\frac{1}{4}$ " (.63 cm)
8	7002	43200	Transformer
9	7002	11735	Nut, hex special
10	7002	11188	Lockwasher, #8
11	7002	11290	Nut, hex 8 - 32
12	7002	11250	Washer, Flat #10
13	7002	11291	Nut, hex 10 - 24
14	7002	43541	Line, cord
15	7002	43330	Bushing, strain relief
16	7002	43870	Bracket, O/L & radio control terminal strip
17	7002	43860	Switch, overload reset
18	7002	11451	Rivet $\frac{1}{16}$ " x $1\frac{1}{2}$ "
19	7002	43010	Radio control terminal strip
20	7002	11450	Rivet $\frac{3}{32}$ " - $1\frac{1}{2}$ "
21	7002	34203	"V" Belt pulley MA15 $\frac{1}{2}$ " (1.25 cm) bore
22	7002	34203	"V" Belt pulley MA15 $\frac{1}{2}$ " (1.25 cm) bore
23	7002	19044	V Belt 4L-330
24	7002	34101	"V" Belt pulley 905 9" (22.5 cm) x $\frac{5}{8}$ " (1.59 cm) bore
27	7002	43125	Motor
28	7002	43544	Lamp holder
29	7002	11376	Cap screw $\frac{1}{4}$ " (.63 cm) - 20 x $\frac{3}{4}$ " (1.9 cm)
30	7002	43811	Limit switch holder
31	7002	11801	Oilite cam, grooved $\frac{5}{8}$ " (1.59 cm) - 24 x $\frac{3}{8}$ " (9.5 mm) wide
33	7002	43650	Capacitor
34	7002	43412	Washer, rubber
35	7002	43777	Plate, travelling retainer
37	7002	11771	Nut, hex 10 - 32 nylon
38	7002	11098	Truss head bolt 10-32 x $\frac{3}{4}$ " long (1.36 cm x .94 cm)
39	7002	28002	Flange bearing F-360-13 $\frac{5}{8}$ " (1.59 cm) hole
40	7002	36351	Light time delay
41	7002	11381	Lock washer #6 (not shown)
42	7002	11279	Screw, 6-32 x 1
43	7002	11006	Screw, round head #4-40 x $1\frac{1}{4}$ "
44	7002	21001	Limit switch
45	7002	45111	Paper, insulating
46	7002	43872	Plate, limit travel
47	7002	43130	Overload spring
48	7002	45111	Paper, insulating
49	7002	21001	Limit switch
50	7002	11004	Washer, flat #4
51	7002	11006	Screw, round head #4-40 x $1\frac{1}{4}$ "
53	7002	42300	Main cover
54	7002	43395	Spring clip
55	7002	43215	Lens
56	7002	43215	Lens
57	7002	15591	"C" Clip $\frac{5}{8}$ " (1.59 cm)
58	7002	11004	Washer, flat #4
59	7002	11005	Nut, #4-40



FOR ASSEMBLY VIEW  
 SEE DRAWING NO. 7000

This drawing and all information contained hereon is confidential and the property of DOORLEC CORPORATION.

It may not be reproduced in whole or in part without express written consent.




Copyright 1985  
 ALL RIGHTS RESERVED

<b>DOORLEC CORPORATION</b>		
<b>MODEL R-99</b>		
<b>POWER HEAD EXPLODED VIEW</b>		
Date: April 1987	Approved P.G.S.	Dwg. No. 7002

1A





Type of Material	Essential Skills	
Record Form (includes Drawings, Graphs, Tables)	Document Use, Complexity Level 5	
	also	
	Reading Text, Complexity Level 2	
	Numeracy	

## Rourke Baby Record: Evidence Based Infant/Child Health Maintenance Guides I and II

### Occupational Information

**Elemental Medical and Hospital  
Assistants  
NOC 6631**

#### **Job Title: Clinic Assistant**

Clinic assistants perform a variety of support functions to assist health care professionals and other health care staff.

### Source

Drs. Leslie and James Rourke,  
Goderich, Ontario

### Purpose and Use of the Material

The Rourke Baby Record is an easily understood guide to identifying at-risk infants and children and to simplifying the record keeping of important parameters of well-baby and well-child care. It is used by medical practitioners and their staff.

## Analysis

- The Rourke Baby Record is four pages long and includes **multiple documents and document types**. The *Evidence Based Infant/Child Health Maintenance Guides I and II* (two pages) are in the form of a complex table; the *Growth Monitoring Charts* include four graphs. The *Infant Health Maintenance: Selected Guidelines* is organized in multiple text block sections, with two additional components: a labelled diagram and a simple table.
- The **table** in the *Evidence Based Infant/Child Health Maintenance Guides I and II* uses multiple headings. There are **blank spaces** for entering information such as parental concerns. The check list consists of **small circles** to be blacked in. **Asterisks** appear beside selected information items — e.g., *Night crying* and *Second hand smoke*. All of these details make the document more complex.
- The **rows** in the *Evidence Based Infant/Child Health Maintenance Guides I and II* indicate the topics to cover and observations to be made during baby/child visits. The **columns** specify the age at which the topics are to be covered. The topic *Education and Advice* is displayed vertically, unlike the other row titles. This makes the heading difficult to read, increasing the document's complexity.
- The **key** titled *Grades of evidence*, found at the bottom of the *Evidence Based Infant/Child Health Maintenance Guides I and II*, also increases the complexity. The section suggests priorities when working with clients according to the level of available research. **Bold** type indicates there was good evidence to include the topic as situated in the table. *Italics* type indicates the topic is backed up by fair evidence, and plain type indicates topics where evidence was inconclusive. Instead of specifying that this is what plain text represents, the form uses the ambiguous word “optional”. Users must remind themselves of the meanings of these different type faces.
- Users of the *Evidence Based Infant/Child Health Maintenance Guides I and II* need **specialized knowledge**. Clinic assistants not only read the topics listed in the table to check them off, but they also need to be aware of the research behind the topics. For example, breast feeding (listed in the row *Nutrition*) should be discussed at each of the five visits. This document doesn't explain what exactly is to be discussed. Users could reference the *Infant Health Maintenance Selected Guidelines* (fourth page) to learn that breast feeding reduces gastrointestinal and respiratory infections, or they may use other background knowledge to discuss the importance of breast feeding with parents.
- Clinic assistants or medical receptionists would probably not check off all of the items on the *Evidence Based Infant/Child Health Maintenance Guides I and II* since nurses and other medical professionals would conduct the most of the examinations required in the baby visits. However, clinic assistants and medical

receptionists would use the chart to **explain** results to clients or to **record** basic observations (such as a child's height and weight). They would probably educate clients about baby health issues. Therefore, they need to understand the entire document and the research behind it. They would also **define technical terms**, such as "fontanelles" or "haemoglobin", in layperson terms for clients to understand.

- The *Growth Monitoring Charts* include **four line graphs**. Users of the graph must be able to locate a point on a graph based on the baby's weight or length at a particular age. Also, the mathematical term "**percentile**" must be understood and calculated to determine under which percentile a particular baby's weight or length falls. It is interesting to note the **colour coding** on this chart - pink for girls and blue for boys. This touch makes the charts more user-friendly.
- *The Infant Health Maintenance: Selected Guidelines* is a complex document because it **combines structural features**, such as a table and diagram found within boxes of text. There are also many headings in this section. Locating a few items during a rushed clinical visit could be difficult.
- Users may search for information on *the Infant Health Maintenance: Selected Guidelines* form using criteria based on their observations of a child. For example, if observations indicate possible child abuse, the user may refer to the box on *High Risk Infants*. This search may prompt **further searches**, such as referencing the resources at the bottom of the page or consulting a journal article.
- The **labelled diagram** in the *Other* block of *the Infant Health Maintenance: Selected Guidelines* makes the baby record more complex. The abstraction of the tooth diagram may be made concrete by comparing the information to a real child's mouth. **Acronyms** such as SIDS, used in this block, may need to be spelled out (Sudden Infant Death Syndrome) to be fully understood.
- When using this document, one search may lead to additional searches. For example, after weighing a child, a user may **record** the information on the *Evidence Based Infant/Child Health Maintenance Guides I and II*, **compare** the weight to the *Growth Monitoring Charts* and finally **look up** nutrition information in *the Infant Health Maintenance: Selected Guidelines*.
- Users must make **inferences** when reading this document. For example, under the *PHYSICAL* heading on *Infant Health Maintenance: Selected Guidelines*, the meaning of the term "strabismus" can be inferred by reading the text that follows it.
- **Symbols** such as ">" and "<" (more than, less than) also make the document more complex.

## User Tips



As you can see, this document helps readers find information with:

- bold type
- italics
- plain print
- check off circles
- boxes
- tables
- charts
- simple phrases, such as *come in* and *fall out*
- text to explain unfamiliar words.

Have learners locate similar types of documents and record what **features** highlight various types of information.

**Create a chart** for monitoring height across months of the school year. Ensure learners understand **percentiles** and draw percentile curves on the graph.



Test learners' understanding of this type of document by getting them to write out some sections in **narrative form**. Discuss why narrative works best in some cases and charts and graphs work best in others. Was the chart/graph approach the most effective way to capture the information presented in the *Rourke Baby Record*? Why?



Drs. Leslie & James Rourke, Goderich, Ontario,  
in collaboration with L. Panagiotou and  
Drs. J. Wakefield and D. Winfield, Hamilton, Ontario  
Revised January 1998  
© Copyright 1998 Canadian Family Physician

Birth remarks:

**Rourke Baby Record: EVIDENCE BASED INFANT / CHILD HEALTH MAINTENANCE GUIDE 1**

NAME \_\_\_\_\_ Birth Date ( d/m/yr) \_\_\_\_\_ M[ ] F[ ]

Length: \_\_\_\_\_ cm. Head Circ: \_\_\_\_\_ cm. Birth Wt. \_\_\_\_\_ gms. Discharge Wt. \_\_\_\_\_ gms

DATE /AGE	within 1-2 wks			3-4 wks			2 mos			4 mos			6 mos		
GROWTH	Ht.	Wt.	Hd. Circ av. 35 cm.	Ht.	Wt.	Hd. Circ.	Ht.	Wt.	Hd. Circ.	Ht.	Wt.	Hd. Circ.	Ht.	Wt. (x 2 BW)	Hd. Circ.
PARENTAL CONCERNS															
NUTRITION	<input type="checkbox"/> Breast feeding* <input type="checkbox"/> Formula feeding (Iron fortified) [150 ml = 5 oz/Kg/day] <input type="checkbox"/> Stool pattern & urine output			<input type="checkbox"/> Breast feeding* <input type="checkbox"/> Formula feeding (Iron fortified)			<input type="checkbox"/> Breast feeding* <input type="checkbox"/> Formula feeding (Iron fortified)			<input type="checkbox"/> Breast feeding* <input type="checkbox"/> Formula feeding (Iron fortified) <input type="checkbox"/> Iron fortified cereal			<input type="checkbox"/> Breast feeding* <input type="checkbox"/> Fluoride (if needed)* <input type="checkbox"/> Formula feeding (Iron fortified) <input type="checkbox"/> Choking/safe food* <input type="checkbox"/> Veg/fruits <input type="checkbox"/> No egg white; no citrus		
E D U C A T I O N & A D V I C E	<b>Safety</b> <input type="checkbox"/> Car seat (infant)* <input type="checkbox"/> Crib safety			<input type="checkbox"/> Smoke detectors* <input type="checkbox"/> Non-inflam. sleepwear* <input type="checkbox"/> Hot water < 54° C* <input type="checkbox"/> Choking/safe toys*			<input type="checkbox"/> Falls* <input type="checkbox"/> Choking/safe toys*			<input type="checkbox"/> Car seat (toddler)* <input type="checkbox"/> Stairs/walkers* <input type="checkbox"/> Bath safety*, safe toys*			<input type="checkbox"/> Poisons*; PCC #* <input type="checkbox"/> Electric plugs		
	<b>Behaviour</b> <input type="checkbox"/> Sleep/crying			<input type="checkbox"/> Sleep/crying			<input type="checkbox"/> Sleep/crying						<input type="checkbox"/> Night crying*		
	<b>Family coping</b> <input type="checkbox"/> Parenting/bonding/fatigue <input type="checkbox"/> Siblings														
	<b>High risk</b> <input type="checkbox"/> Assess home visit need*												<input type="checkbox"/> Assess day care need*		
	<b>Other</b> <input type="checkbox"/> Sleep position* <input type="checkbox"/> Temperature control & overdressing* <input type="checkbox"/> Second hand smoke*			<input type="checkbox"/> Sleep position* <input type="checkbox"/> Temperature control & overdressing* <input type="checkbox"/> Second hand smoke*			<input type="checkbox"/> Fever control			<input type="checkbox"/> Teething*					
DEVELOPMENT	<input type="checkbox"/> ? Neonatal problems			<input type="checkbox"/> Focuses gaze <input type="checkbox"/> Responds to noise			<input type="checkbox"/> Smiles <input type="checkbox"/> Raises head 45° (lying on stomach)			<input type="checkbox"/> Laughs/squeals <input type="checkbox"/> Startles @ loud noises <input type="checkbox"/> Head steady <input type="checkbox"/> Grasps/reaches			<input type="checkbox"/> Babbles <input type="checkbox"/> Stops when called <input type="checkbox"/> Almost sits alone <input type="checkbox"/> Supports self on hands		
Inquiry & observation of milestones:															
PHYSICAL	<input type="checkbox"/> Skin (jaundice, dry) <input type="checkbox"/> Fontanelles <input type="checkbox"/> Eyes (red reflex) <input type="checkbox"/> Ears (drums) <input type="checkbox"/> Heart <input type="checkbox"/> Umbilicus <input type="checkbox"/> Femoral pulses <input type="checkbox"/> Hips <input type="checkbox"/> Testicles <input type="checkbox"/> Male urinary stream			<input type="checkbox"/> Cover/uncover test & inquiry* <input type="checkbox"/> Clap test & inquiry <input type="checkbox"/> Hips			<input type="checkbox"/> Fontanelles <input type="checkbox"/> Cover/uncover test & inquiry* <input type="checkbox"/> Clap test & inquiry <input type="checkbox"/> Heart <input type="checkbox"/> Hips			<input type="checkbox"/> Cover/uncover test & inquiry* <input type="checkbox"/> Clap test & inquiry <input type="checkbox"/> Babbling <input type="checkbox"/> Hips			<input type="checkbox"/> Fontanelles <input type="checkbox"/> Cover/uncover test & inquiry* <input type="checkbox"/> Clap test & inquiry <input type="checkbox"/> Hips		
Further examination at examiner's discretion especially with symptoms or concerns.															
PROBLEMS & PLANS	Within 7 days of life: <input type="checkbox"/> PKU, Thyroid <input type="checkbox"/> Blood gp. antibodies <input type="checkbox"/> Hgb-opathy Screen (if at risk)*												<input type="checkbox"/> Inquire about possible TB exposure*		
IMMUNIZATION	If HBsAG-pos mother: <input type="checkbox"/> Hep B Vaccine* <input type="checkbox"/> Hep B Ig* ( ? given in hospital )			Give information: <input type="checkbox"/> Immunization <input type="checkbox"/> Acetaminophen If HBsAG-pos mother: <input type="checkbox"/> Hep. B vaccine*			<input type="checkbox"/> Act HIB <input type="checkbox"/> cPDTpolio			<input type="checkbox"/> Act HIB <input type="checkbox"/> cPDTpolio			<input type="checkbox"/> Act HIB <input type="checkbox"/> cPDTpolio If HBsAG-pos mother: <input type="checkbox"/> Hep. B vaccine*		
Guidelines may vary by province.															
Signature															

Grade of evidence: (A) **Bold type** – Good evidence: (B) *Italic* – Fair evidence  
(\*) see Infant Health Maintenance: Selected Guidelines.

(C) Plain – Optional

contains 10% post-consumer fibre 

This form reproduced by McNEIL CONSUMER PRODUCTS COMPANY, makers of Children's **TYLENOL**® acetaminophen products

\*Trademark

Part# MC0046

Drs. Leslie & James Rourke, Goderich, Ontario,  
in collaboration with L. Panagiotou and  
Drs. J. Wakefield and D. Winfield, Hamilton, Ontario  
Revised January 1998  
© Copyright 1998 Canadian Family Physician

## Rourke Baby Record: EVIDENCE BASED INFANT / CHILD HEALTH MAINTENANCE GUIDE II

NAME \_\_\_\_\_

DATE /AGE		9 mos			12 - 13 mos			18 mos		2 - 3 yrs		4 - 5 yrs	
GROWTH		Ht.	Wt.	Hd. Circ.	Ht.	Wt. (x 3 BW)	Hd. Circ. (av. 47 cm.)	Ht.	Wt.	Ht.	Wt. (x 4 BW)	Ht.	Wt.
PARENTAL CONCERNS													
NUTRITION		<input type="checkbox"/> Breast feeding* <input type="checkbox"/> Formula feeding (iron fortified) <input type="checkbox"/> No bottles in bed <input type="checkbox"/> Meats <input type="checkbox"/> No egg white: no citrus <input type="checkbox"/> Choking/safe food*			<input type="checkbox"/> Fluoride (if needed)* <input type="checkbox"/> Homo milk <input type="checkbox"/> Egg white & yolk, citrus <input type="checkbox"/> Appetite reduced			<input type="checkbox"/> No bottles in bed		<input type="checkbox"/> Fluoride (if needed)* <input type="checkbox"/> Homo or 2% milk <input type="checkbox"/> Canada's Food Guide		<input type="checkbox"/> Fluoride (if needed)* <input type="checkbox"/> 2% milk <input type="checkbox"/> Canada's Food Guide	
E D U C A T I O N & A D V I C E	Safety	<input type="checkbox"/> Car seat (toddler)* <input type="checkbox"/> Poisons/ PCC #* <input type="checkbox"/> Stairs/walkers* <input type="checkbox"/> Bath Safety* <input type="checkbox"/> Electrical Plugs <input type="checkbox"/> Choking/safe toys*			<input type="checkbox"/> Smoke detectors* <input type="checkbox"/> Non-inflam. sleepwear* <input type="checkbox"/> Hot water < 54° C*					<input type="checkbox"/> Bike helmets* <input type="checkbox"/> Matches		<input type="checkbox"/> Bike helmets* <input type="checkbox"/> Matches <input type="checkbox"/> Water Safety*	
	Behaviour	<input type="checkbox"/> Night crying*						<input type="checkbox"/> Discipline					
	High risk	<input type="checkbox"/> Assess day care need* <input type="checkbox"/> Assess home visit need*								<input type="checkbox"/> Assess day care & preschool need*			
	Other	<input type="checkbox"/> Second hand smoke*			<input type="checkbox"/> Teething*			<input type="checkbox"/> Dental Care* <input type="checkbox"/> Toilet training		<input type="checkbox"/> Dental Care* <input type="checkbox"/> Toilet training		<input type="checkbox"/> Dental Care*	
DEVELOPMENT		<input type="checkbox"/> Non-specific "Dadadama" <input type="checkbox"/> Peek-a-boo <input type="checkbox"/> Stands - holding <input type="checkbox"/> Pulls to a stand <input type="checkbox"/> Gets to sitting position <input type="checkbox"/> Opposes thumb & index			<input type="checkbox"/> First word <input type="checkbox"/> Stands for a moment <input type="checkbox"/> Walks with support			<input type="checkbox"/> 10-20 words <input type="checkbox"/> Points & asks <input type="checkbox"/> Follows commands <input type="checkbox"/> Walks backward <input type="checkbox"/> Uses spoon well <input type="checkbox"/> Piles 2-3 blocks		<input type="checkbox"/> 50 words <input type="checkbox"/> 2-word sentences <input type="checkbox"/> Walks up steps <input type="checkbox"/> Kicks/throw ball		<input type="checkbox"/> Complete sentences <input type="checkbox"/> Asks "Wh..." questions <input type="checkbox"/> Balances on 1 foot <input type="checkbox"/> Hops on 1 foot <input type="checkbox"/> Walks heel-to-toe	
PHYSICAL					<input type="checkbox"/> Cover/uncover test & inquiry* <input type="checkbox"/> Clap test & inquiry <input type="checkbox"/> Hips			<input type="checkbox"/> Cover/uncover test & inquiry* <input type="checkbox"/> Clap test & inquiry		<input type="checkbox"/> Visual acuity <input type="checkbox"/> Cover/uncover test* <input type="checkbox"/> Hearing inquiry		<input type="checkbox"/> Visual acuity <input type="checkbox"/> Cover/uncover test* <input type="checkbox"/> Hearing inquiry	
Further examination at examiner's discretion especially with symptoms or concerns.													
PROBLEMS & PLANS		<input type="checkbox"/> Anti-HBs & HBsAg* (If HBsAg pos mother) <input type="checkbox"/> Hgb. (If at risk)*			<input type="checkbox"/> Hgb. (If at risk)* <input type="checkbox"/> Serum Ph. (If at risk)*					<input type="checkbox"/> Serum Pb (If at risk)*			
IMMUNIZATION Guidelines may vary by province.		<input type="checkbox"/> TB skin test ? *			<input type="checkbox"/> MMR			<input type="checkbox"/> Act HIB <input type="checkbox"/> cPDTpolio				<input type="checkbox"/> MMR <input type="checkbox"/> cPDTpolio	
Signature													

Grade of evidence: (A) **Bold type** – Good evidence; (B) *Italic* – Fair evidence; (C) Plain – Optional

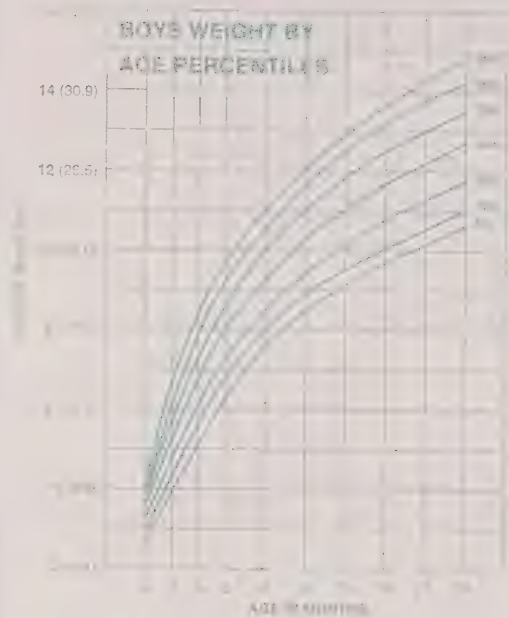
(\*) see Infant Health Maintenance: Selected Guidelines.

Further copies may be ordered from:

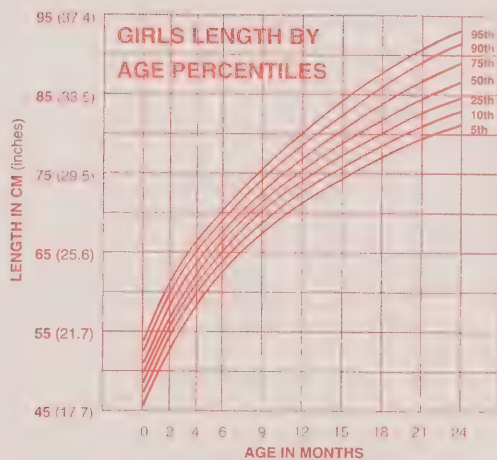
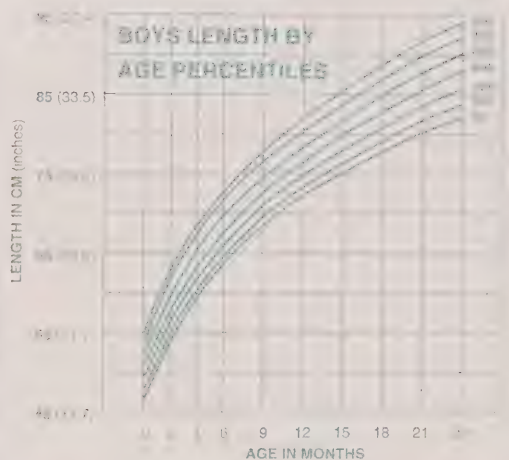
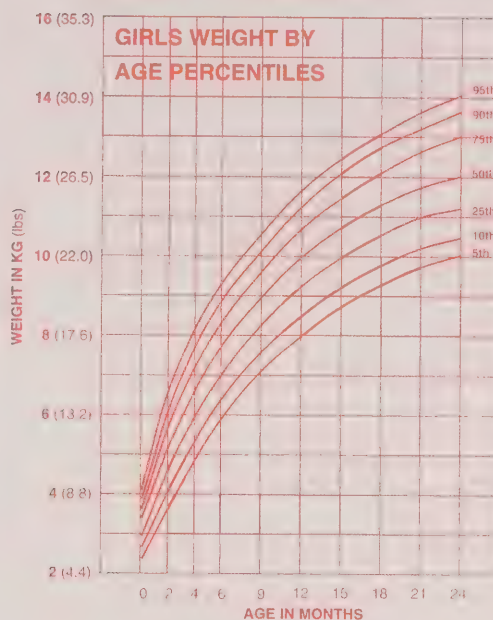
McNeil Consumer Products Company, 890 Woodlawn Rd. W., Guelph, Ontario N1K 1A5 1-800-265-7323 Fax: 1-519-826-6205

# ROURKE BABY RECORD – GROWTH MONITORING CHARTS

## BOYS: 0 - 24 MONTHS



## GIRLS: 0 - 24 MONTHS



Data from the National Centre For Health Statistics, Health Resources Administration, DHEW; as referenced in Behrman, R.E. and Vaughan, V.C., *Nelson Textbook Of Pediatrics*, W.B. Saunders Company, Toronto, 1996, edition 15

Jan. 98

## INFANT HEALTH MAINTENANCE: SELECTED GUIDELINES

## NUTRITION

- **Breastfeeding:**  
Breastfeeding reduces gastrointestinal and respiratory infections. Counselling (both ante- and post partum) increases breastfeeding and prolongs its duration. Early and frequent mother-infant contact, rooming in, and banning handouts of free infant formula increase breastfeeding rates. Routine vit. D supplementation is controversial.
- **Fluoride:**
  - > The Canadian Pediatric Society Nutrition Committee recommends the fluoridation of municipal water supplies as a safe, economical and effective means of preventing dental caries in all age groups.
  - > Fluoride supplements are recommended where ingestion from all sources is low.
  - > Sources include all home and child-care water sources and the reduction in fluoride by home water filtration devices.
  - > Dosage is based on age and fluoride in the water supply.
  - > Chewable tablets or lozenges are preferred.

THE CANADIAN PEDIATRIC SOCIETY RECOMMENDATIONS FOR FLUORIDE SUPPLEMENTATION

AGE	DOSE SCHEDULE FOR DIETARY FLUORIDE SUPPLEMENTS (mg/day)		
	Fluoride concentration in principal drinking water source (ppm)		
	< 0.3	0.3 - 0.6	> 0.6
6 mths - 3 yrs	0.25	0	0
3 - 6 yrs	0.5	0.25	0
6 - 16 yrs	1.0	0.5	0

ref: Canadian Paediatric Society Statement - *Pediatric Child Health* vol. 2 Fall 1996

\*The Canadian Dental Association does not recommend starting fluoride supplements until 3 years of age.

## SAFETY

## Accidents:

In Canada childhood injuries cause 4 times more deaths than does disease. Between the ages 1 - 24 months, 63% of deaths are from injuries.

The leading causes are:

1. motor vehicle accidents
2. drownings
3. burns
4. choking
5. falls

## Preventive measures:

## 1. Motor vehicle accidents:

- **Car seats - infant/toddler:**  
Use infant (rear facing) car seat until baby weighs 20 lbs. (9 Kg). Ensure proper installation of toddler (forward-facing) car seat, using tether straps to secure car seat to the car frame. Do not place a car seat, or a child under 12 years of age, in a front passenger seat which has an airbag.

## 2. Drownings:

- **Bath safety:**  
Never leave a child younger than 3 years alone in the bath tub.
- **Water safety:**  
Encourage swimming lessons, diving safety and boating safety to reduce the risk of drowning.

## 3. Burns:

- Installs smoke detectors in the home.
- Use non-inflammable sleepwear.
- Use hot water at a temperature < 54°C.

## 4. Choking:

- Use safe toys and safe food

## 5. Falls:

- Assess home for hazards
- e.g. Table for changing baby;
- do not use baby walkers (used in 80-90% homes);
- use window and stair guards;
- wear bike helmets.

## 6. Poisons:

- > have Poison Control Centre Phone number handy.
- > safety proof cupboards & drawers containing medicines, cleaners & solvents.
- > have ipsecac and be aware of its appropriate use.

## BEHAVIOUR

## • Night crying:

- Night crying will occur in 20% of infants and toddlers who do not require night feeding. Counselling around systematic ignoring and scheduled awakenings has been shown to reduce the prevalence of night crying.

## • Resources:

The Canadian Task Force on the Periodic Health Examination, *The Canadian Guide to Clinical Preventive Care*, Minister of Supply and Services Canada, 1994.  
 Rourke L.L., Rourke J.T.B., Well baby assessment revisited. 1994 Update of the Rourke Baby Record Flow Charts. *Canadian Family Physician* 1994;40:1796-1803.  
 Rourke J.T.B., Rourke L.L., Well baby visits: Screening and health promotion. *Canadian Family Physician* 1983;31:997-1002.

## HIGH RISK INFANTS

## • Day care:

Specialized day care or preschool is beneficial for children living in poverty (family income at or below Statistics Canada low income cut-off). These disadvantaged children are at an increased risk of mortality and morbidity, including physical, emotional, social and educational deficits.

## • Home visits:

Regular home visiting has been shown to prevent physical abuse and neglect.

## Risk factors for physical abuse:

- > low SES
- > young maternal age
- > single parent family
- > parental experiences of own physical abuse in childhood
- > spousal violence
- > lack of social support
- > unplanned pregnancy or negative parental attitude towards pregnancy

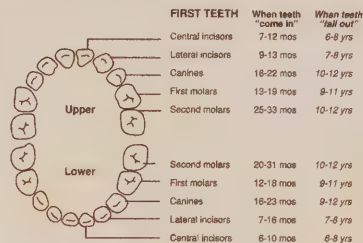
## Risk factors for sexual abuse:

- > living in a family without a natural parent
- > growing up in a family with poor marital relations between parents
- > presence of a stepfather
- > poor child-parent relationships
- > unhappy family life.

## OTHER

## • Dental Care:

Teeth brushing is recommended for children. Flossing should also be encouraged, to develop the habit. (Flossing is an 'A' recommendation for adults.)



## • Second hand smoke exposure:

Second hand smoke contributes to childhood illnesses such as URTI, bronchitis, pneumonia, middle ear effusion, asthma, and SIDS.

## • Sleep position &amp; SIDS:

Healthy infants should be positioned on their backs, or on their sides for sleep. Counsel parents on the dangers of such contributory causes of SIDS as overheating and second hand smoke.

## PHYSICAL

## • Cover/uncover test for strabismus:

With the child focusing on a light source, the light reflexes should be symmetrical. Each eye is then covered, in turn, for 2-3 seconds, and then quickly uncovered. The covered eye "wanders" and when uncovered moves inwards, or outwards to focus or "fix" on the light source.

## PROBLEMS &amp; PLANS (SCREENING)

## • Hemoglobin screening:

All infants, from high risk groups for iron deficiency anemia, require Hgb. determination between 6 -12 mos. of age, e.g. Lower SES; Asian; First Nation children; low birth weight infants, and infants fed whole cow's milk during their first year of life.

## • Hemoglobinopathy screening:

Screen all neonates from high risk groups: e.g. Asian, African, Mediterranean.

## • Lead Screening is recommended for children:

- > who live, or regularly visit homes built before 1950, with peeling paint or recent renovation;
- > who have a sibling, housemate, or playmate exposed to lead;
- > who live with an adult who (from work or hobby) is exposed to lead;
- > who live near lead industries or busy highways.

## IMMUNIZATION:

## • Hep B Ig &amp; Immunization:

Neonates of HBsAg-pos mothers require Hep B Ig at birth and Hep B vaccine at birth, at 1 month, and 6 months of age. Anti-HBs and HBsAg should be done at 9-10 months of age.




## • TB Skin testing:

TB skin testing should be done if the infant is living with anyone being investigated or treated for TB.

\*\*Disclaimer: Given the constantly evolving nature of evidence and changing recommendations, the *Rourke Baby Record*: EB is meant to be used as a guide only.



Type of Material <b>Report Form</b>	Essential Skills <b>Writing, Complexity Level 1</b>  also Document Use, Complexity Level 1 Working with Others
--	---

## Water Treatment Plant Trouble Report

### Occupational Information

**Waste and Waste Water Plant  
Operators**

**NOC 9424**

**Job Title: Water Treatment Plant  
Operator**

Water treatment plant operators monitor and operate computerized control systems and related equipment in water filtration and treatment plants to regulate the treatment and distribution of water.

### Source

City of Red Deer  
 Water Treatment Plant,  
 Red Deer, Alberta

### Purpose and Use of the Material

The Trouble Report Form records problems involving equipment and actions taken by operators or maintenance departments. The report relays vital information to co-workers and supervisors on subsequent shifts, especially when opportunities to communicate orally are limited. The report may also be referred to in an inquiry.



## Analysis

- **The Trouble Report** has spaces for information such as the date, equipment name, location, parts names, trouble description and action by operators or maintenance departments. The headings are simple, stating clearly what information is requested, such as *Parts Used/Parts No.*
- The kind of information that would be written on the form demands an **understanding of other documents**, such as **equipment codes** (*Lime Slaker 101*). Because the equipment is specialized and the codes and locations in the plant are site-specific, an outsider may have difficulty understanding the content of the document.
- The Trouble Report is fairly easy to fill out once the worker understands **the codes** for equipment, equipment names, parts numbers and location names in the plant. To complete the form, the worker needs only to enter single words, phrases or short sentences.

## User Tips



Have learners identify **codes or numeric systems** on products and equipment used in the classroom. If none is available, develop code and numeric systems for equipment used in the classroom. Discuss what makes coding systems easy or difficult to understand.

Play a game of “Trouble Report Clue”. Have one group in the class design a trouble report for an occupation. Have a second group act out an incident, making details easy to observe, such as failure of equipment. Have a third group fill out a trouble report on this incident. Have a “blind” fourth group wait in another room until the second and third groups are finished. Then have the fourth group re-enact the incident based on what they read on the trouble report. You could make the exercise more difficult by leaving out some information, such as the type of equipment, room names or staff present at the time of the incident. Afterward, discuss how simple it is to lose or misconstrue information in trouble report situations and how completeness and accuracy are essential in report writing.





This exercise provides an opportunity to apply several abilities — **designing a report** for a specific purpose, **interpreting** what is required in an unfamiliar report and **filling in a report correctly**. In addition, it provides a **setting for teamwork**.

CITY OF RED DEER  
WATER TREATMENT PLANT  
TROUBLE REPORT

Date	<i>march 10/97</i>	OPERATOR	<i>JB</i>
Equipment Name	<i>lime slaker 101</i>		
Location	<i>lime Room</i>		
Parts Used/Parts No.			
Trouble Description	<i>Feeder belt stops and starts on it's own.</i>		
Action by Operators	<i>Switched to slaker 102.</i>		
Action by Maintenance Department			



<b>Type of Material</b>	<b>Essential Skills</b>					
<b>Accident / Incident Report Form (Includes Drawings); Occurrence Report Form</b>	<b>Writing, Complexity Level 2</b>					
	also					
	Document Use, Complexity Level 3	Reading Text	Oral Communication	Significant Use of Memory	Problem Solving	
						

## Calgary Transit Occurrence Report

### Occupational Information

**Bus Drivers, Subway Operators and Other Transit Operators**

**NOC 7412**

**Job Title: Bus Driver**

Bus drivers drive buses to transport passengers on established routes.

### Source

The City of Calgary  
Transportation Department,  
Calgary, Alberta

### Purpose and Use of the Material

Bus drivers use this form to record information about accidents and incidents, in a detailed and factual manner. The completed report is used by the city's solicitors in cases of litigation against the City of Calgary and/or its employees following an occurrence.

### Analysis

- The form is organized into numerous sections, requiring **various types of responses**, such as checkmarks, words, sentences and numbers. The range of response types makes the form more complex. Users of this form must relate the accident in question to the diagrams on the right-hand side of the report. The

report has an *Office Use Only* section. The users must understand that they are not to complete this section and not be distracted by its contents.

- Most of the information required is straightforward, immediately available and obvious, such as names, addresses, bus numbers and weather conditions. Some requested information, however, requires the user to **refer to other documents**. For example, bus drivers may have to look at their payroll slips to find a payroll number. Multiple pieces of information must be entered.
- An outsider could understand the content of this form. Nevertheless, the report may be difficult for some drivers to complete since they use it so rarely.
- The **writing section** of this report does not call for perfect grammar and sentence structure but it should be readily understandable to readers and use appropriate vocabulary and tone. Most importantly, the information should be accurate and sufficiently detailed to be useful to supervisors and city solicitors who may need to refer to the report in court. Completing this form, therefore, requires bus drivers to use their **short-term memory** to recall the details of the occurrence.
- Clear and precise **oral communication** is needed to obtain the required information for this report. It may be difficult to obtain information from a passenger and witnesses in an emergency. Passengers and witnesses may be hostile or un-cooperative in giving information or even unable to do so because of an injury. The driver must be reassuring and assertive to gather all the information needed to complete the form.

### User Tips



This report is a good example of an entry form that requires **detailed and accurate information**. It relates to a job where incidents or accidents commonly occur because of high-traffic volumes in an urban environment. Brainstorm with the learners to think of other jobs where occurrence reports may be used.

After emphasizing the importance of occurrence reports, have the learners **design their own report** for a specified job. Include in the design blocks, sub-headings, shaded areas, diagrams and spaces for check marks, numbers, words and sentences. Have the learners complete each other's occurrence reports.



Have one group of learners **act out an incident** and **design a form** to document it. Have a second group **fill out the designed report** by asking the actors questions and using their short-term memory. Discuss the accuracy of the report. Such an exercise **integrates reading, writing and oral communication skills**, as well as providing the opportunity for **problem solving**.

*See Appendix B for a full-length master of this material for photocopying.*



<b>THE CITY OF CALGARY</b> TRANSPORTATION DEPARTMENT		<b>CALGARY TRANSIT</b> <b>OCCURRENCE REPORT</b>		REFERENCE NO. _____	
THIS REPORT FILED BY <input type="checkbox"/> OPERATOR <input type="checkbox"/> MAINTENANCE <input type="checkbox"/> SUPERVISOR					
THIS REPORT IS CONFIDENTIAL AND IS FOR THE USE OF THE CITY SOLICITOR TO SECURE HIS ADVICE CONCERNING ANTICIPATED LITIGATION AGAINST THE CITY OF CALGARY AND/OR ITS EMPLOYEES FOLLOWING AN ACCIDENT.					
<input type="checkbox"/> COLLISION <input type="checkbox"/> PASSENGER INJURY <input type="checkbox"/> PEDESTRIAN INJURY		OTHER <input type="checkbox"/> INVESTIGATED BY <input type="checkbox"/> CITY POLICE <input type="checkbox"/> INSPECTOR <input type="checkbox"/> TRANSIT SAFETY		REPORTED YYY MM DD OCCURRED YYY MM DD	
OPERATOR'S SURNAME _____		INITIALS _____		ADDRESS _____	
POLICE NO. _____		PAYROLL NO. _____		RESIDENCE PHONE NO. _____	
BIRTH DATE _____		YEARS OF DRIVING _____		DRIVERS LICENSE NO. CLASS _____	
C T V H C L E		ROUTE NO. _____		KEY NO. _____	
BUS NO./CH _____		CAR NUMBER'S COMMAND _____		MIDDLE _____	
REAR _____		EXACT TIME _____		APPROX. NO. OF PASS. _____	
<input type="checkbox"/> STATIONARY <input type="checkbox"/> MOVING		DISTANCE FROM OBJ. WHEN FIRST SEEN _____		OUR VEHICLE DIRECTION OF TRAVEL _____	
LOCATION OF ACCIDENT _____		SPEED _____		SPEED AT IMPACT _____	
OTHER VEHICLE DIRECTION OF TRAVEL _____		SPEED _____		SIGNAL NO. _____	
WEATHER CLEAR <input type="checkbox"/> CLOUDY <input type="checkbox"/> FOG <input type="checkbox"/> NIGHT <input type="checkbox"/> LIGHT <input type="checkbox"/> FREEZING <input type="checkbox"/> LIGHT CONDITIONS RAIN <input type="checkbox"/> SNOW <input type="checkbox"/> SLEET <input type="checkbox"/> DAYLIGHT <input type="checkbox"/> DAWN <input type="checkbox"/> GLARE <input type="checkbox"/> VISOR UP HEAVY RAIN <input type="checkbox"/> THAWING <input type="checkbox"/> DUSK <input type="checkbox"/> DARK <input type="checkbox"/> NO GLARE <input type="checkbox"/> VISOR DOWN					
RAIL AND/OR ROAD SURFACE CONDITION DRY <input type="checkbox"/> MUDDY <input type="checkbox"/> ICE <input type="checkbox"/> LEAVES <input type="checkbox"/> LIGHTS WET <input type="checkbox"/> SNOWY <input type="checkbox"/> HIGHS <input type="checkbox"/> GREASY <input type="checkbox"/> HEAD <input type="checkbox"/> SIGNAL OUR VEHICLE OTHER VEHICLE HEAD <input type="checkbox"/> SIGNAL <input type="checkbox"/> HEAD <input type="checkbox"/> SIGNAL					
PERSONAL <input type="checkbox"/> PASSENGER INJURY <input type="checkbox"/> PEDESTRIAN INJURY NAME _____ ADDRESS _____ PHONE NO. _____					
INJURY PASSENGER INJURY STEP CONDITION <input type="checkbox"/> 4 <sup>th</sup> DOORS <input type="checkbox"/> ON BOARD <input type="checkbox"/> GOOD <input type="checkbox"/> DEFECTIVE <input type="checkbox"/> DRY <input type="checkbox"/> ICE <input type="checkbox"/> FOOTWEAR DESCRIBE <input type="checkbox"/> WET <input type="checkbox"/> SLUSH <input type="checkbox"/> SNOW					
PEDESTRIAN INJURY <input type="checkbox"/> WALKING <input type="checkbox"/> RUNNING <input type="checkbox"/> STANDING <input type="checkbox"/> CROSSWALK <input type="checkbox"/> RIGHT <input type="checkbox"/> LEFT <input type="checkbox"/> OBSTRUCTED VIEW					
DRIVER'S NAME _____ ADDRESS _____ PHONE NO. _____ OWNER'S NAME _____ ADDRESS _____ PHONE NO. _____ INSURING COMPANY _____ AGENT _____ POLICY NO. _____ EXPIRY DATE YYY MM DD					
VEHICLE YEAR _____ MAKE _____ BODY STYLE _____ COLOUR _____ LICENSE NO. _____ V.I.N. NO. _____ DAMAGE _____					
PROPERTY DESCRIBE PROPERTY LOCATION OR ADDRESS OF PROPERTY _____ DESCRIBE DAMAGE TO PROPERTY _____ OWNER'S NAME _____ RES. PHONE NO. _____ BUS PHONE NO. _____ OWNER'S ADDRESS _____ ESTIMATED REPAIR COST _____					
WITNESS NAME _____ ADDRESS _____ PHONE NO. _____					

OFFICE ONLY  
 SERIAL NO. \_\_\_\_\_  
 BUS LICENSE NO. \_\_\_\_\_ MAKE \_\_\_\_\_ YEAR \_\_\_\_\_

CAREFULLY CIRCLE THE EXACT LOCATION OF DAMAGE TO THE C.T. VEHICLE

PERSONAL INQUIRY	NAME		ADDRESS		PHONE	
PASSENGER INJURY	<input type="checkbox"/> AT DOORS <input type="checkbox"/> ON BOARD		STEP CONDITION <input type="checkbox"/> GOOD <input type="checkbox"/> DEFECTIVE		ICE <input type="checkbox"/> DRY <input type="checkbox"/> WET <input type="checkbox"/> SLUSH <input type="checkbox"/> SNOW	
PEDESTRIAN INJURY	<input type="checkbox"/> WALKING <input type="checkbox"/> RUNNING		FROM <input type="checkbox"/> STANDING <input type="checkbox"/> CROSSWALK		<input type="checkbox"/> RIGHT <input type="checkbox"/> LEFT <input type="checkbox"/> OBSTRUCTED VIEW	
OTHER VEHICLE	DRIVER'S NAME		ADDRESS		PHONE NO.	
	OWNER'S NAME		ADDRESS		PHONE NO.	
	INSURING COMPANY		AGENT		POLICY NO.	
	YEAR		MAKE		EXPIRY DATE	
	BODY STYLE		COLOUR		V.I.N. NO.	
DAMAGE						
PROPERTY DAMAGE	DESCRIBE PROPERTY					
	LOCATION OR ADDRESS OF PROPERTY			DESCRIBE DAMAGE TO PROPERTY		
	OWNER'S NAME			RES. PHONE NO.		BUS. PHONE NO.
	OWNER'S ADDRESS			ESTIMATED REPAIR COST		
WITNESSES	NAME		ADDRESS		PHONE NO.	
GIVE FULL AND DETAILED STATEMENT - DEAL WITH FACTS ONLY <div style="border: 1px solid black; height: 400px; margin-top: 10px;"></div>						
SHOW VEHICLE POSITIONS AT POINT OF IMPACT MARK CITY VEHICLE (1) OTHER VEHICLE (2) <div style="border: 1px solid black; height: 200px; margin-top: 10px; position: relative;"> <div style="position: absolute; top: 10px; right: 10px; text-align: center;">           ↑ N         </div> </div>						
ATTACH ADDITIONAL SHEETS IF NECESSARY						SIGNATURE
DISTRIBUTION: WHITE - CLAIMS    CANARY - OFFICE						

THE CITY OF CALGARY  
TRANSPORTATION DEPARTMENT

# CALGARY TRANSIT OCCURRENCE REPORT

UCP CASE NO.

OFFICE  
ONLY

SG

DISPATCH NO

REPORTED			OCCURRED		
YV	MM	DD	YV	MM	DD
96	3	22	96	3	22

DE CENSE NO

NAAC

YF&H

[illegible]

CAREFULLY CIRCLE THE EXACT LOCATION  
OF DAMAGE TO THE C.T. VEHICLE

INVESTIGATOR'S OFFICE	INVEST. NO.	REP. NO.	151-151-151	CAT. NUMBERS	COMMENTS	WHEEL	REAR	FRONT TIME	APPROX. NO. OF PASSES
	4	43	7557					10:13	MSB
VEHICLE	<input checked="" type="checkbox"/> STATIONARY	INVESTIGATOR'S USE		OUR VEHICLE		SPEED	SPEED AT IMPACT	OTHER VEHICLE	SPEED
	<input type="checkbox"/> MOVING	WAS/NEVER BEEN		DIRECTION OF TRAVEL				DIRECTION OF TRAVEL	
LOCATION	LOCATION OF ACCIDENT						SIGNAL NO.		

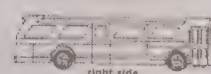
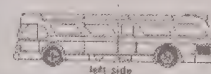
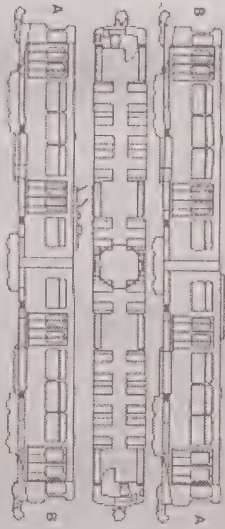
[illegible]

<input type="checkbox"/> PASSENGER INJURY	<input type="checkbox"/> PEDESTRIAN INJURY
NAME	ADDRESS
PHONE NO.	
WORKS AT	
COLLEGE LADY NOT TO STAND ON FEET	
PASSENGER INJURY	
<input type="checkbox"/> AT DOORS <input type="checkbox"/> ON BOARD	<input type="checkbox"/> STEPCORR <input type="checkbox"/> GOOD <input type="checkbox"/> DEFECTIVE
PEDESTRIAN INJURY	
<input type="checkbox"/> WALKING <input type="checkbox"/> RUNNING <input type="checkbox"/> STANDING	<input type="checkbox"/> SLIP <input type="checkbox"/> DRY <input type="checkbox"/> WET <input type="checkbox"/> ICE <input type="checkbox"/> SLUSH <input type="checkbox"/> SNOW
FOOTWEAR: OTHER	
<input type="checkbox"/> CRUSHAUL <input type="checkbox"/> RIGHT <input type="checkbox"/> LEFT <input type="checkbox"/> OBSTRUCTED VIEW	

H I S T O R Y	SUPPLIER NAME		ADDRESS		PHONE NO.	
	OWNER'S NAME		ADDRESS		PHONE NO.	
	INSURING COMPANY		AGENT		POLICY NO.	EXPIRY DATE
	YEAR	MAKE	DOOR STYLE	DELIVERY	ENGINE NO.	VEHICLE NO.
	DAMAGE					

D A M A G E  P R O P E R T Y	CASUALTY REPORT		
	LOCATION (ADDRESS OF PROPERTY)		DESCRIPTION (DAMAGE TO PROPERTY)
	OWNER'S NAME		BUS. PHONE NO.
	OWNER'S ADDRESS		BUS. PHONE NO.
			ESTIMATED REPAIR COST

	NAME	ADDRESS	PHONE NO.
W			
I			
T			
M			





<b>VEHICLE</b>	INSURING COMPANY		POLICY NO.		EXPIRY DATE YY MM DD	
	YEAR	MAKE	BODY STYLE	COLOR	LICENSE NO.	VIN NO.
DAMAGE						
<b>PROPERTY</b>	DESCRIBE PROPERTY					
	LOCATION OR ADDRESS OF PROPERTY			DESCRIBE DAMAGE TO PROPERTY		
	OWNER'S NAME			RES. PHONE NO.		BUS. PHONE NO.
	OWNER'S ADDRESS			ESTIMATED REPAIR COST		
<b>WITNESSES</b>	NAME		ADDRESS		PHONE NO.	

**ONE FULL AND DETAILED STATEMENT (CALL WITH FACTS ONLY)**

9-43-7557 V.P. # XXXX 10:13

Stopped at McEwan Hall to drop off elderly passenger, the stop was felt as usual. Parked as good as I could with front step over the sidewalk. The sidewalk was clear but was on concrete or asphalt and very icy (black). The lady had warm shoes and when she stepped off until the sidewalk she fell down. I assisted the lady back and made her comfortable and obtained the needed information (personal). Asked her if she need medical attention she said no.

Called in to control.



ATTACH ADDITIONAL SHEETS IF NECESSARY

DISTRIBUTIONS: WHITE COPY - CLAIMS CANARY COPY - OFFICE

SHOW VEHICLE POSITIONS AT POINT OF IMPACT  
MARK CITY VEHICLE (1) OTHER VEHICLE (2)

↑

N

<p>Type of Material</p> <p><b>Job Advertisement</b> (includes drawing)</p>	<p>Essential Skills</p> <p><b>Writing, Complexity Level 3</b></p> <p>also</p> <p>Document Use, Complexity Level 1</p> <p>Working with Others</p>  
--	--

## Devonshire Cream

### Occupational Information

**Retail Salespersons and Sales Clerks**

**NOC 6421**

**Job Title: Sales Associate**

Sales associates sell or rent a range of goods and services in stores and other retail businesses and in wholesale businesses that sell on a retail basis to the general public.

### Source

Devonshire Cream,  
Burnaby, British Columbia

### Purpose and Use of the Material

The advertisement is for recruiting full and part time sales associates.

### Analysis

- **Economy of words** is important. Each paragraph's purpose must be clear and concise. For example, the purpose of the first paragraph is to provide a history of the retail chain.



- The writer builds originality and eye-appeal through the use of **graphics, spacing and different fonts**. The document must be created from scratch, although past advertisements may be available for reference and graphics will most likely have been chosen.
- The writer of the advertisement must **consider the audience** and adopt an **appealing tone**. For example, by selecting appropriate adjectives to create a sense of excitement and to build motivation, the advertisement can be crafted to attract a wide spectrum of applicants.
- The information in the advertisement must be accurate to avoid confusion in recruitment.
- Writing the advertisement may be difficult for the retail salesperson because it is not a routine task.

### User Tips



This advertisement can be used in a number of ways in a classroom.

Discuss how an advertisement can have **several purposes**. In this case, the main purpose of the advertisement is to recruit staff. However, it must also promote the store to customers. How is this accomplished?

Which adjectives are used in this advertisement to create **a specific tone**?

Assign particular tones to learners, such as exciting, daring, analytic or supportive. Have them convey this tone in a concise paragraph.



Have learners **critique** the advertisement. What are its most positive features? How could it be improved?

Collect a range of job advertisements from local newspapers. Discuss how the vocabulary, tone, spacing and graphics change depending on the **target audience**.



Create job advertisements for a variety of jobs, emphasizing the importance of target audiences. What graphics would be suitable accompaniments to the ads? Assign learners to work in teams of three - one person could write several “customer appeal” paragraphs; another could write a sales staff recruitment section and a third could draw or find an appropriate graphic.

Try this activity with learners:

“Visit your favourite store. Why is the store attractive to you? Ask for a copy of the store’s or chain’s chief objectives. Gather any current advertising and recruitment materials which the store uses. What are the requirements for getting a job there? After your research is done, **create a job advertisement for the store** to entice your classmates to apply.”



# devonshire cream

Devonshire Cream is a western based retailer. Our history of success began 18 years ago. Today we have 14 stores across western Canada. As of spring 1999, all Devonshire Cream's fashions are available through our mail order catalogue.

The mainstay of Devonshire Cream is our "private label" collections, which combines the most current trends with classic styling and great value. These exclusive collections have everything you need to build your entire wardrobe, whether it is that perfect corporate or casual weekend outfit.

## Full & Part time Sales Associates

Discover the challenges and rewards of Devonshire Cream. Join a company where the fashions, the pace and the people all make Devonshire Cream an exciting place to work.

We are looking for people who:

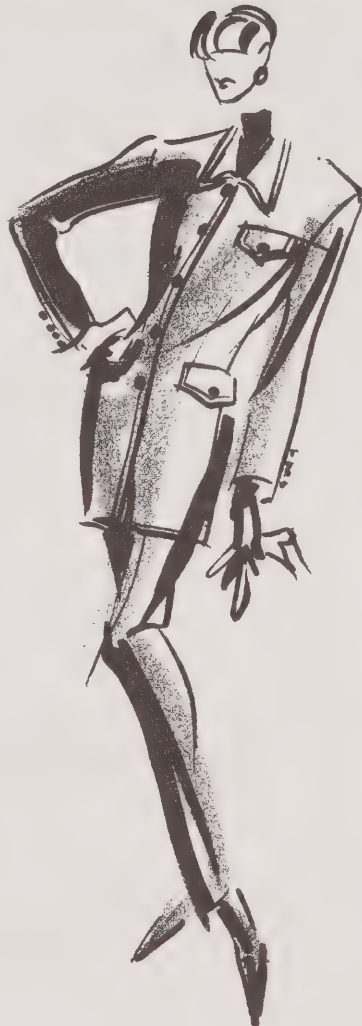
- have 2 years ladies wear retail experience
- enjoy giving outstanding customer service

We offer:


- competitive wages
- effective career training
- generous clothing discount
- a healthy & comfortable working environment

Please drop off or fax resume to:

Devonshire Cream  
Lougheed Mall  
attn: store manager - Oona Prediger  
(fax) 420-8127  
or for more information call:  
420-9697





Type of Material	Essential Skills	
Incident Report	Writing, Complexity Level 3	
	also	
	Finding Information	Significant Use of Memory

## Guelph Police Service, Narrative

### Occupational Information

**Police Officers (Except Commissioned)**

**NOC 6261**

**Job Title: Police Officer**

Police officers protect the public, detect and prevent crime and perform other activities related to maintaining law and order.

### Source

Guelph Police Service, Guelph, Ontario

### Purpose and Use of the Material

The incident report documents incidents for record-keeping purposes and helps crime investigators doing follow-up investigations.

### Analysis

- This ***Narrative Report of Incident*** is two pages long. It informs other police officers and service organizations of what happened during an incident. The report is written in paragraph format and outlines details in chronological order. This report is fictitious since real reports contain confidential information.

- Because this is a **legal document**, the writer must **consider the audience** when writing the report. For example, the report must be written from a neutral perspective. The sentence structure and vocabulary must be at a professional level, as reports may be used in court. Considering an audience when writing can be complex.
- Facts must be recorded **accurately** and in **detail**. The following sentence illustrates the importance of detail: *An open brown leather wallet was located approximately 15' north west of where the victim was located.*
- The **vocabulary** used in the *Narrative Report of Incident* is not specialized. The report should be understandable to most readers. Some of the **abbreviations, acronyms and codes** at the beginning of the document are understandable only to police officers or police department administrative staff.
- The task of **gathering information** by observing an incident and interviewing the people involved can be complicated. **Sorting relevant information from irrelevant information** is also difficult. Also, some information collected may contradict information from other sources, requiring the police officer to **identify the contradiction** and decide which sources to include. These factors make writing the *Narrative Report of Incident* more complex.

### User Tips



Have learners read the *Narrative Report of Incident*. Ask them to determine the **theme of each paragraph** and name each paragraph according to its theme. Is there is an underlying structure to the document? What is its relation to the report's purpose?

Have learners observe interactions in the classroom for approximately 10 minutes, taking note of details such as who participated, where the participants were, etc. Take a two-hour break as if the exercise were over, to clear learners' heads of short-term memory of the interaction. After the break, have learners write accounts of their observations in paragraph format. They should keep the sentences factual, neutral and as detailed as possible, as in the *Narrative Report of Incident*. They can interview other classmates to fill in missing information. Discuss the importance of **long-term memory** when writing incident reports.



Ask learners to identify the many possible users of this report. Who is the **audience**? Why is it important for the writer to keep the audience in mind while writing the report?

Upon reading this incident report, readers will have a clear idea of the **process** of the investigation. Ask learners to write the **steps** of the investigation using information provided in the report.







There is substantial use of the “**passive voice**” in this incident report. Explore the passive voice with learners. What is the passive voice? Why is it used? What examples of the passive voice in this report are used most appropriately? Are there any which you would change to the **active voice**? Why? What is the wording in the active voice?



**P.R.I.D.E. LIVE R.M.S.  
Guelph Police Service  
NARRATIVE**

**Ref. Incident #99-12345      Reported Date: 1999/02/27      Time: 02:36**  
**Type: 907      Status: RTF**  
**Location: 15 Wyndham ST. S. GUELPH, ONT.**

**Report Date: 1999/02/27**

**REPORT OF INCIDENT:**

On this date at approximately 01:20 hours, I was on cruiser patrol in the area of Wyndham St. at Carden St. in the City of Guelph. At that time, I noticed what appeared to be a female, laying on the sidewalk in front of the .....Hotel. I notified the station of my observation and exited the cruiser to examine the situation further. The female was found to be in a semi-conscious condition and suffering from lacerations to the head and face which were bleeding freely. The station was notified and an ambulance was requested. Medical supplies were retrieved from the cruiser and standard first aid was applied while waiting for medical assistance.

An open purse was laying on the sidewalk next to the victim with the contents of a wallet scattered about the ground around the purse. An open brown leather wallet was located approximately 15' north west of where the victim was located which was found to be hers. From identification retrieved, it appeared the female was 27 year old .....of #.....Carden Street, Guelph. When questioned about her identity, she confirmed her name, address and D.O.B.

The victim further indicated that she had been beaten and had her wallet stolen just moments before. The following description of the suspect was provided by Ms.....and was immediately relayed to the station and other members on patrol: *M.W. 180cm. 68kg., dirty blonde hair to the shoulders, muscular build, earring in left ear, 2 – 3 day growth of facial hair, Wearing: black muscle shirt with Harley Davidson on the front, blue jeans, cowboy boots.* This writer continued to talk with the victim for the next 3 – 4 minutes until the ambulance arrived and transported her to the Guelph General Hospital.

It was learned that Ms. ....is developmentally challenged and living alone at the address noted. She has no family or close friends in the area. As such, the on-call member of Victim Services Wellington was notified and requested to meet the writer at the Guelph General Hospital to provide assistance and support to the victim.

Writer then attended to the hospital where I waited while the victim received treatment from Dr. Richard Kimbell. It was noted that she received 13 staples to the forehead and right eyebrow and 9 stitches to the left upper lip. She also received bruises to both upper arms and her right hip. (Medical report to be retrieved after consent forms signed).

Upon release, I transported Ms. .... to the police station where a typed statement was obtained, (copy attached). It was learned that the victim had just exited the Vorvis Restaurant and was heading home when she was confronted by the suspect. He demanded money from Ms. ....and when she did not comply, he grabbed her by both upper arms, shook her violently and then with his right fist, punched her in the face cutting her lip. The punch knocked the victim down where she hit her forehead and eye and injured her hip. At that point the suspect grabbed the victim's purse, removed her wallet, and took out approximately \$80.00 in cash consisting of \$5.00 & \$10.00 bills. He then threw the wallet and paper contents and ran off northbound on Wyndham Street.

The victim's injuries were photographed by female officer >.....who is a qualified Scenes of Crime officer. The victim was then interviewed by Ms..... of Victim Services Wellington and arrangements were made for escorting the victim home and follow-up visitations.

The reporting officer spoke to Sgt. .... of the Criminal Investigation Division and relayed the information learned to date. Constable.....will be doing the follow-up investigation.

Reporting officer:.....

Supervisor:.....



Type of Material  
Promotional  
Advertisement

Essential Skills

Writing, Complexity Level 5

also

Numeracy



## Summer Sizzlers!

Occupational Information

Source

**Travel Counsellors**

**NOC 6431**

**Job Title: Travel Agent**

Travel agents advise clients on travel options and tour packages, make bookings and reservations, prepare tickets and receive payment.

Capital Tours, Victoria, British  
Columbia

### Purpose and Use of the Material

This promotional advertisement attracts clients by describing four tours. Travel agents use it as a starting point for exploring travel options with potential clients responding to the advertisement.

### Analysis

- The need to use **descriptive vocabulary** makes this writing complex. Words like *sizzlers*, *dynamic*, *pristine*, *splendour*, *towering*, *alpine* and *majestic* help to create excitement about the tour.



- Sentences in the advertisement are to the point, focussing only on essential information. The tour descriptions are organized in similar manner, with price information in the final line. This makes it easy for clients to compare the various tour options quickly.
- **Illustrations** add interest to the page.

### User Tips

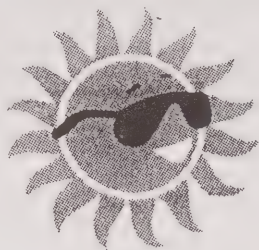


This advertisement can be used to focus on **creative language**. Ask learners to bring in other advertisements from a variety of travel magazines and other magazines. Learners can be asked to underline **colourful** words or phrases that enrich the language.

Learners can play “travel consultant” and **write their own ads**. They can then work in groups to discuss which words in their fellow learners’ ads bring richness to the language.



Give learners information with which to **calculate** pricing of the individual components of the tour packages. Ask them to **apply various discounts**.



## Summer Sizzlers!

### Alberta Bound

July 11-18

This summer explore our neighbor, Alberta, a province with a varied landscape of mountains, hills and plains and two dynamic cities: Edmonton and Calgary. You'll pass some of the most scenic regions of B.C. before the majestic Rocky Mountains. From there it is into the foothills and a trip along *Dinosaur Trail* for a glimpse of pre-historic life. This vacation provides many opportunities to experience Alberta culture, history and novelties including the West Edmonton Mall. Comfortable accommodation and well informed guides ensure a rich, enjoyable holiday. From \$795 p.p.



### Queen Charlotte Islands

July 19-24 August 16-21

Travellers from around the world are attracted to the pristine wilderness of the Queen Charlottes, the endless beaches, the towering forests and the ancient culture of the Haida nation. Join Capital Tours for a very special adventure. Explore Haida Gwaii - the *Misty Isles*. From \$1225 p.p.



### Rocky Mountaineer

August 3-9

All aboard for the vacation of a lifetime! This holiday combines the best of train and motorcoach travel. From the mountain splendour of Whistler to the majesty of the Canadian Rockies, you are treated to some of the world's most impressive alpine scenery. Included in the package is the spectacular Icefields Parkway drive, and the all-daylight Rocky Mountaineer train trip from Jasper to Vancouver. From \$1295 p.p.



### British Columbia Splendour

August 19-25

Join us for a grand tour through some of the most dramatic areas of British Columbia. Beginning in the Fraser Valley, the route follows the Cariboo Trail to Barkerville then north to the old trading post of Fort St. James before heading west to 'Ksan and along the Skeena River Valley. At Prince Rupert you board ship for a cruise through the *Inside Passage*, one of the most scenic waterways in the world, to Port Hardy on Vancouver Island. This circle tour makes each day a memorable experience. From \$825 p.p.





Type of Material  
Promotional  
Advertisement

Essential Skills

Writing, Complexity Level 5

also

Numeracy



## Aromatherapy - herbal medicine refined

Occupational Information

Source

**Estheticians, Electrologists and  
Related Occupations**

**NOC 6482**

**Job Title: Esthetician**

Estheticians provide facial and body treatments designed to enhance an individual's physical appearance.

Soft Touch Studio, Kamloops,  
British Columbia

### Purpose and Use of the Material

This promotional advertisement aims to attract new customers. It may be posted in the shop on bulletin boards, or forwarded to prospective customers.

### Analysis

- This advertisement is organized into five parts (paragraphs):
  - Paragraph 1 asks two questions.
  - Paragraph 2 provides an historic overview, linking past practice to the present.

- Paragraph 3 explains the benefits of aromatherapy.
- Paragraph 4 tantalizes.
- Paragraph 5 goes from the general to the specific, highlighting a favourite remedy.
- This ad is written in a **font** that resembles handwriting. This makes the content appear to be a personal message to the reader, creating an atmosphere of comfort and intimacy. The use of a **border**, listing 29 different aromas in random order, is an effective way to present a **list**. It creates a focus of interest less obviously than a traditionally presented list. It provides key pieces of information while at the same time providing an attractive framing to the message. Readers will **associate** various tastes, smells and textures with the items listed. For instance, they will associate some items, such as tea, mint, oregano and sage with food or seasonings; others, such as bergamot, with oils; and yet others to plants (roses, eucalyptus, cedar, pine.) In all cases, scent is the unifying factor.

### User Tips



This advertisement can help learners focus on **writing paragraphs**. They can review each paragraph to see why each stands alone. They can examine **main ideas and supporting ideas**.

Ask learners to explore how this ad **appeals to the senses** - particularly the sense of smell but also the sense of touch.



Ask learners, working with partners, to pretend that they own and manage a business, selling products or services they are familiar with. Ask each set of partners to **prepare a promotional advertisement** by first writing the text and then laying it out on the computer.

Develop **word problems** that build **money math skills**, using price information that you have created.



*See Appendix B for a black and white master of this material for photocopying.*



CYPRESS LEMON GERANIUM ROSE SAGE FRANKINCENSE MINT

# Aromatherapy



herbal medicine refined

A great many people are asking about Aromatherapy. What is it and how can it be applied?

The various aromatic oils that are extracted from trees, fruits and flowers contain many healing properties. The Yonka-Ka skin care line we use in the salon was developed in the years following World War II. Lavender and Rosemary were used to treat infections before the use of antibiotics. We still use these precious oils today to purify, heal and regenerate the skin. They have been used for centuries for everything from wound and burn healing to purifying and decongesting.

The oils have profound physical benefits. A seductive feature of Aromatherapy is it's ability to work on our physical, mental and emotional selves. They enter the body and bloodstream almost immediately, healing and refreshing the system. Mentally people seem to really relax and let go whether they are simply bathing or enjoying a Body Massage in oil blends such as Rose, Geranium and Jasmine.

Interestingly, smell is our strongest key to memory—the scents go directly through the nose to the limbic system of the brain. Triggering relaxation and soothing the emotions.

A favorite of mine for very sore, tired feet is a few drops of peppermint oil in a warm footbath. But the real "Piece de Resistance" is a Full Body Lymphatic Drainage Massage! Special attention is paid to pressure points and lymph nodes for maximum benefit. The oils are custom blended to aid detoxification, relaxation, and regeneration.

FOR TREATMENTS OR MORE INFORMATION



aromatherapist **Melanie** esthetician  
372-3626

CLARY SAGE MINT CEDAR PINE YLANG YLANG TEA TREE



### 3. Theoretical Framework



## Section 1

### Understanding the Complexity of Reading Text

#### What Is Reading Text?

The essential skills dimension of **Reading Text** refers to reading material in the form of sentences or paragraphs. Shorter pieces of reading, such as text appearing as words or phrases, are included under **Document Use**.

**Reading Text** generally involves reading notes, letters, memos, manuals, specifications, regulations, books, reports or journals. It also includes forms and labels that contain at least one paragraph of text.

#### Comparing Classroom and Workplace Reading

Reading is a skill often taken for granted. After all, reading skills are taught from our earliest school days. By the time we are young adults, we are presumed to be experts at reading, having mastered such works as Shakespeare's plays and Dickens' novels and having learned to read scientific materials, such as descriptions of experiments, theories of physics or discoveries in paleontology. However, the reading learned in school — and practised through a multitude of classroom activities — doesn't prepare us for the full range of workplace requirements. Here are some reasons why:

- Much classroom reading is narrative. The reader is expected to start at the beginning and read consecutively to the end. Skimming skills are taught to allow readers to “get the gist,” and scanning may be encouraged to find features such as the table of contents and index. Still, most actual reading tasks are linear (i.e., we generally proceed line by line).
- A great deal of classroom reading focuses on “reading to learn.” For instance, emphasizing concepts such as finding the main idea and supporting ideas and restating them in one's own words is “reading to learn.” On the other hand, a great deal of workplace reading is “reading to do,” with the reader taking various actions and assuming risks associated with error. The fact that the reader takes various actions as a result of reading materials changes the dynamics of reading considerably. That is why the person with hands-on experience to support the

knowledge gained through reading is often the best equipped to carry out the work.

- Workplace reading relates not just to a specific job but to the whole organizational framework. For instance, factory workers may need to read more than just materials that relate — possibly quite literally — to the nuts and bolts of their job. They may also need to read health and safety manuals and possibly materials relating to organizational systems such as continuous improvement cycles or statistical process control. There may be a need to integrate knowledge from diverse areas into a holistic framework rather than one based on subject-matter specialties.
- Workplace reading often involves materials not generally seen in traditional learning settings. Collective agreements, acts and regulations, contracts, manuals and other materials may be peripheral to learning in the school setting, but are common in the workplace.

### Types of Workplace Reading Materials

Types of Materials	Illustrative Examples
Forms	<ul style="list-style-type: none"> <li>• a completed job application outlining the applicant's work experience</li> <li>• a completed purchasing form</li> </ul>
Labels	<ul style="list-style-type: none"> <li>• Workplace Hazardous Materials Information System (WHMIS) labels</li> <li>• directions on a bottle of hair dye</li> </ul>
Notes, letters, memos	<ul style="list-style-type: none"> <li>• reminder notes from colleagues</li> <li>• shift change-over notes</li> <li>• letters to and from customers</li> <li>• memos from supervisors</li> <li>• detailed work orders</li> </ul>



Types of Materials	Illustrative Examples
Manuals, specifications, regulations	<ul style="list-style-type: none"> <li>• service and computer manuals</li> <li>• training manuals</li> <li>• company operating procedures and policies</li> <li>• product design specifications and specifications on blueprints</li> <li>• health and safety regulations</li> <li>• electrical and building codes</li> </ul>
Reports, books, journals	<ul style="list-style-type: none"> <li>• incident reports</li> <li>• productivity reports</li> <li>• reference books relating to a job specialty (e.g., veterinary medicine reference book for animal care workers)</li> <li>• professional or technical journals relating to job specialty (e.g., gardening journals for landscaping labourers)</li> </ul>

### A Closer Look at Regulations

Many factors contribute to the complexity of different types of workplace reading materials (e.g., forms, labels, reports). One common type — regulations — will be analyzed as an illustrative example. This analysis may be useful not only to foster better understanding of the complexity factors relevant to reading and interpreting regulations, but also to provide a framework for analyzing other types of workplace reading materials.

Regulations are rules governing the conduct of certain matters, as specified by statute. They are often linked to specific acts. For instance, *Regulations Respecting Asbestos on Construction Projects and in Buildings and Repair Operations* are made under the Occupational Health and Safety Act (Province of Ontario, 1990). When they are not linked to acts, regulations are linked to other materials governing conduct, such as procedures formally adopted by an organization.

Because regulations have force in tandem with an act or a formally adopted procedure, they are legal documents. As such, the meaning of each word is used in a specific legal sense. In keeping with their legal status, regulations are very formal and tend to follow a uniform format, organized in sections and subsections, often with marginal notations to summarize the main subject of the section or subsection.

Here are some reasons why regulations are complex:

- They have a formal structure, as noted above.
- They use complex vocabulary and technical terms.
- The reader must skim and scan many pages to find specific items that may be interrelated but perhaps not noted in the index or marginal notes.
- They may include words such as “thereof” and “foregoing,” which can slow down understanding of the materials.
- They may include schedules and other addenda, which may be as lengthy as the main body of the regulations themselves.
- Statutes and regulations may be referenced, causing readers to look for other documents.
- They may include tables and charts with mathematical formulae or unfamiliar numeric references.

### Purpose for Reading Text

The complexity of a reading task relates not only to the *reading materials themselves*, but also to how the worker *actually uses* them on the job. It is important to be aware of the purpose for reading when determining how complex a specific reading task actually is.

For instance, it may be tempting to look at a service procedure posted on a bulletin board and determine its complexity based on length, scope and vocabulary. However, that same bulletin may be used in different ways with different levels of complexity. The complexity of reading may vary among employees. A service representative may need to read and understand the whole text, while a maintenance worker may only need to scan for specific information, such as the date the material is due to be removed from the bulletin board.

Four purposes for reading are taken into consideration in assessing the complexity of reading text tasks:

Purpose for Reading Text	Illustrative Examples
<p>To scan for specific information or to locate information:</p> <ul style="list-style-type: none"> <li>- The reader finds specific information in the text by glancing over the text and using standard aids such as the table of contents, index and glossary.</li> </ul>	<ul style="list-style-type: none"> <li>• Scanning minutes to find the date of the next meeting.</li> <li>• Locating the definition of a term using a glossary.</li> </ul>
<p>To skim for overall meaning or to get the gist:</p> <ul style="list-style-type: none"> <li>- The reader glances through the text for its main features, including headings, subheadings, high-lighted words, diagrams, tables, etc., to get a sense of the meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Skimming incoming mail to prioritize follow-up.</li> <li>• Skimming a newsletter to find out what's new.</li> </ul>
<p>To read the whole text to understand and to learn:</p> <ul style="list-style-type: none"> <li>- The reader carefully reads the text in its entirety to learn the details of the subject matter in order to respond to a wide variety of needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading journal articles to learn about adult literacy.</li> <li>• Reading newspapers to understand current events.</li> </ul>
<p>To read the full text to critique or to evaluate:</p> <ul style="list-style-type: none"> <li>- The reader reads the text with a critical eye to exercise judgement.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading draft reports to provide comments.</li> <li>• Reading essays to assign a mark.</li> </ul>

## Key Elements of the Reading Text Complexity Rating Scale

Appendix G presents the complete Reading Text Complexity Rating Scale developed by HRDC's Essential Skills Research Project. A summary of its key elements follows:

- There are five levels in the Reading Text Complexity Rating Scale, compatible with those used in the International Adult Literacy Survey (IALS).
- The complexity of a reading task relates not only to the complexity of *the reading materials themselves*, but to how the worker *actually uses* them on the job.
- Factors associated with the complexity of the reading materials themselves include: length/amount of information; language/vocabulary (e.g., use of technical terminology or jargon); density of text; and number of different materials being used.
- Factors associated with the complexity of how the reading materials are actually used on the job include: the purpose for reading and the complexity of the related inferences; whether background knowledge is required to use the materials; whether specialized knowledge is required to use the materials; and whether it is necessary to move back and forth between different parts of a text to use materials.





## Section 2

### Understanding the Complexity of Document Use

#### What is Document Use?

**Document Use** refers to tasks that involve a variety of information displays in which words, numbers, icons and other visual characteristics (e.g., line, colour, shape) are given meaning by their spatial arrangement. Workplace examples of documents include graphs, lists, tables, blueprints, schematics, drawings, signs and labels.

If a document includes a paragraph of text, as may be the case on a label or a completed form, it is also included in **Reading Text**. Documents requiring the entry of words, phrases, sentences and paragraphs are also included in **Writing**.

Think of the signs found on streets and highways. They are common examples of document use applied in performing driving tasks. Traffic signs have six basic shapes so drivers can distinguish their intent even if darkness, rain or snow obscures the lettering or symbol. Standard sign colours also convey meaning. For example, red means stop and yellow warns of danger. A great deal of information is available for interpretation even with little or no text.

#### How Do Learners Build Document Use Skill?

Generally speaking, most people cut their teeth on document use in primary school or even before! Keep in mind that some materials requiring document use skills are pictorial. That means that a very young child looking at the pictures in a Dr. Seuss book or an animal poster is actually applying document use skills.

Of course, it gets more complicated as children grow older. Instead of looking at the Dr. Seuss characters, the older child may look at a map or a drawing depicting the solar system. As they grow into their teen years and adulthood, where academic demands increase and workplace needs may appear, materials may become quite complicated, often involving graphics or drawings. Interpreting and writing tasks may be involved in using the materials, as well as some mathematical elements, such as measurement or scale.

In essence, document use tasks aimed at building the learner's imagination and presenting simple information eventually are replaced by those aimed at performing complex tasks at work and at home. Whether we look at document use tasks through the eyes of a child or an adult, the goal is the same: to obtain information from the material at hand.

A variety of techniques are used to assist learners in building document use skills. For example, it is often helpful for instructors to talk through how to use a chart, graph or table, explaining what information it contains and the challenges it may pose. They might explain how to interpret information graphed on a vertical and horizontal axis. They may need to suggest aids to learners with vision problems who cannot easily read across a table without a ruler. Instructors may even write out in paragraph form the information in the document so learners can understand the thinking skills involved in using it.

## Document Use in the Workplace

In schools, document use appears to play second fiddle to reading text even though research shows that document use skills are important requirements in many occupations. Document use skills are also very important in daily life activities. More information about document use in the workplace can only benefit educators and trainers in preparing learners for the world of work and for using these skills to achieve personal goals outside the workplace.

Let's start with some key notions that apply to document use tasks in the workplace as well as in other contexts, such as home and community:

- Document use includes print and non-print media such as computer screens, microfiche documents, equipment gauges, clocks and flags.
- Two uses of documents often occur simultaneously as part of the same task: reading/interpreting documents and writing/completing documents or producing new documents. For example, completing a form requires you to read the form to know what information to enter. Checking off items on a list of tasks requires you to read the items. Plotting information on a graph requires you to read the information to be graphically displayed.
- Many workplace materials require users to apply document use and reading text skills in tandem. For example, text in an equipment or computer manual may refer to an assembly drawing on a different page.
- In the world of work, document use skills are used to obtain information that is then used, usually to perform a job-specific task efficiently. A worker may refer to the same material repeatedly for different purposes.
- As with reading text, document use in the workplace relates not just to the work of a specific job but to the broader organizational framework. For instance, sales

representatives in wholesale trade may be required to interpret the company's annual report for information about the broader organizational context.

- Documents typically used by workers on the job are not often seen in traditional learning settings (e.g., instrument charts, organizational charts, scale drawings). For example new entrants to the workforce often have difficulty in interpreting an unfamiliar workplace document that they are seeing for the first time. Lists, entry forms, graphs and charts, and mimetic documents (i.e., documents that mimic appearance, such as photographs and diagrams) could be incorporated more often in classroom activities.

### Types of Document Use Materials and Related Tasks

HRDC's Essential Skills Research Project developed a list of 22 document use tasks. This list serves as a window to the diverse applications of document use skills in the workplace:

- Read signs, labels or lists.
- Complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or texts of a paragraph or more. (The list of specific tasks varies depending on what was reported).
- Read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more. (The list of specific tasks varies depending on what was reported).
- Read tables, schedules and other table-like text (e.g., work shift schedules).
- Create tables, schedules and other table-like text.
- Enter information on tables, schedules or other table-like text.
- Plot information on graphs (e.g., line, pie, bar).
- Obtain specific information from graphs or charts.
- Interpret information on graphs or charts.
- Construct or draw graphs or charts.
- Recognize common angles, such as 15°, 30°, 45° and 90°.
- Draw, sketch or form common shapes such as circles, triangles, spheres, rectangles, squares, etc.
- Interpret scale drawings (e.g., blueprints or maps).
- Make measurements from scale drawings.
- Draw to scale.

- Read assembly drawings (e.g., those found in service and parts manuals).
- Create assembly drawings.
- Read schematic drawings (e.g., electrical schematics).
- Create schematic drawings.
- Make sketches.
- Obtain information from sketches, pictures or icons (e.g., computer toolbars).
- Interpret X-rays.

### A Closer Look at Tables, Charts and Graphs

Tables, graphs and charts are frequently used in the workplace. They visually present data, which is interpreted and used to guide subsequent actions. Graphs and charts are increasingly used to monitor quality control of products and processes, with individuals or teams identifying problems and solving them. Although the widespread use of computers has simplified the production of tables, charts and graphs, interpreting and using the information may still be complex.

Graphs and charts are pictorial displays of numerical data. A table is another way to present such information. Numeracy skills may be developed by producing charts and graphs from tables and vice versa.

### A Definitional Framework

While most people know what a table is, there is confusion about the distinction between charts and graphs. A term such as control chart, for example, suggests that it is a chart when it is in fact a graph. A term such as marine chart, for example, suggests that it is a chart when it is in fact a map. The terms bar graph and bar chart are used interchangeably. Because *chart* and *graph* have often been used synonymously, the following definitions are provided to explain the terms.



Document Type	Definition	Examples
Table	A compact arrangement of words, numbers or signs — or combinations of them — in rows and columns to display a set of facts or relationships. The grid lines may or may not be shown on a table.	<ul style="list-style-type: none"> <li>• Combined lists</li> <li>• Intersecting lists</li> <li>• Nested lists</li> </ul>
Chart	A visual representation showing the distribution of data across a set of categories for the purpose of comparing values.	<ul style="list-style-type: none"> <li>• Pie chart</li> <li>• Bar chart</li> <li>• Picture graph</li> <li>• Pareto chart</li> </ul>
Graph	A visual representation of the relationship between change in one variable and change in another variable, consisting of a line connecting points plotted on an x and y axis, for the purpose of analysis.	<ul style="list-style-type: none"> <li>• Control chart</li> <li>• Line graph</li> <li>• Run chart</li> <li>• Scatter diagram</li> </ul>

### What makes tables, charts and graphs complex?

Charts, graphs and tables may be complex because interpreting them requires the ability to see relationships between pieces of information shown separately and the ability to read (interpret) in a non-linear way. Reading tables, charts and graphs may require cross-referencing information and making non-text-based inferences. This is quite different from reading sentences or other textual information presented in a line-by-line format. Readers of a table, for example, must understand the relationship of the various items within the table and the relevance to their particular information needs.

People who have difficulty interpreting tables, charts and graphs may see the information only as a jumble of unconnected pieces. With training, they can see the relationships that the various pieces of information have to one another.



## Key Elements of the Document Use Complexity Rating Scale

Appendix H presents the complete Document Use Complexity Rating Scale developed by HRDC's Essential Skills Research Project. A summary of its key elements follows:

- The Document Use Complexity Rating Scale applies to tasks involved in interpreting documents or entering information in documents. It does not apply to creating documents (e.g., drawing architectural plans). In the Essential Skills Profiles, items dealing with creating documents are included in the listing of examples, but are not coded for complexity.
- The five levels in the Document Use Complexity Rating Scale are compatible with those in the International Adult Literacy Survey (IALS).
- The complexity of document use tasks relates not only to the *complexity of the documents* themselves, but to how the worker *actually uses* them on the job.
- The following three dimensions are used to assess the complexity level of document use tasks:
  - The complexity of the document(s) (i.e., complexity related to the structure of the document, number of documents and document type).
  - The complexity of finding/entering information (i.e., complexity related to the information search and information entry).
  - The complexity of information use (i.e., complexity related to the content knowledge prerequisites and the processing of information required to complete the task).
- Each level of the scale is defined with reference to all three dimensions. Tasks that are more difficult on one dimension of the complexity rating scale may be more or less difficult on the others. Each dimension functions somewhat independently. For example, the complexity of the document(s) may fit in Level 3 while both the complexity of finding/entering information and the complexity of information use fit in Level 2. The complexity rating assigned to the task is the best summary description of its level of complexity, considering the three dimensions.

## Section 3

### Understanding the Complexity of Writing

#### What is Writing?

In the Essential Skills methodology, writing includes: text writing and writing in documents, such as filling in forms; and, non-paper-based writing, such as word processing on a computer.

#### Writing in the Workplace

If reading is a skill often taken for granted, writing is a skill often misinterpreted. Some people think of writing as narrative and creative exposition, without taking into account that a great deal of workplace writing consists of short texts of a utilitarian nature.

Workplace writing is more varied than classroom writing, involving a broad range of simple and complex tasks. The writing requirements of an occupation may involve mostly simple tasks or a mix of simple and complex tasks. For example, road maintenance labourers complete time sheets to record time allocation and materials use. This task has a low level of complexity, and the job does not require more complex writing skills. (See page 89 of the collection.) Travel agents also perform writing tasks requiring a low level of complexity (e.g., jotting down a phone message), but they may also need more complex writing skills to write a promotional advertisement. (See page 231 of the collection).

Several factors can be considered when looking at the characteristics of workplace writing:

#### Length

Although it may be tempting to look at length as a barometer of complexity, it tells only part of the story. Annual reports, engineering studies, business plans and proposals are all relatively lengthy. Considerable effort is put into gathering, organizing and synthesizing information in addition to the actual writing and editing. However, there are many shorter writing tasks which are complex even though they are relatively brief. Letters of recommendation, performance evaluations and advertising copy are examples. In such cases, the need to be convincing, precise and targeted is just as important as the organization and synthesis which are keystones of longer pieces of writing.

## Accuracy

The need for accuracy also affects writing complexity. Bylaw enforcement officers and bailiffs must pay particular attention to accuracy in their writing because court officials will be reading their reports. Indeed, accuracy is critical in many occupations. Think, for instance, of the many positions which require workers to write incident or accident reports. Whether a bus driver is writing about a passenger falling in the bus or a construction worker is writing about a hazardous waste spill, accuracy is paramount.

## Audience

It is often easier to write an original piece on your own than to adapt what someone else has already written. The need to transform written materials to make them suitable for different audiences is an important factor in assessing writing complexity. For instance, materials written for engineers may not be suitable for process operators. The ability to recraft information, to adapt it for various user groups or different audiences, is increasingly important in workplaces.

## Synthesis

In many tasks, writers must bring together — or synthesize — information from many different sources. For instance, the Minutes of meetings reflect various viewpoints, and a report captures multiple aspects of a subject. There is a cognitive aspect of writing which involves a fair amount of reasoning and filtering in deciding what to include in a report. Some people might say this is simply the thinking that precedes writing, but anyone who has written complex reports knows that the thinking process cannot be totally divorced from the content of the writing.

## Creativity

The extent to which writing draws on the author's creativity is also important in assessing complexity. The ability to write creatively involves, to some extent, expressing innovative and original ideas. Creative writing requires imagination. It may be used to bring fuller understanding to abstractions (Bertrand Russell: *Why I Am Not a Christian*) or to express realities through fiction (George Orwell: *Animal Farm*).

Non-fiction can also be creative, but what distinguishes it from more mundane non-fiction is the establishing of mood, tone and structure through reaching for the unusual, the expressive, the original or the emotive. Whether it is a poem, a novel or an allegory — or in a workplace context — whether it is a sales pitch, marketing brochure or humorous tour commentary, the emphasis on mood, tone and structure is central.

## Publication

It is common to assume that writing for publication must be more correct and creative than writing that will not be published. In the workplace, however, many

materials are used once or twice then discarded (e.g., a written commentary for a fashion show). The fact that writing is not actually published does make the creative process less complex.

### Key Elements of the Writing Complexity Rating Scale

Appendix I presents the complete Writing Complexity Rating Scale developed by HRDC's Essential Skills Research Project. A summary of its key elements follows:

- There are five levels in the Writing Complexity Rating Scale.
- The following three dimensions are used to assess the complexity level of writing tasks:
  - The length and purpose of the writing.
  - The style and structure of the writing, including consideration of tone and mood.
  - The content of the writing, including consideration of transforming information for specific audiences.
- Each level of the scale is defined with reference to all three dimensions. Tasks that are more difficult on one dimension may be more or less difficult on the others. For example, a piece of writing may be rated a Level 2 for the first two dimensions but a Level 3 for content. The complexity rating assigned to the task is the best overall description of its complexity level. This requires judgement and a sense of how important each dimension is to the piece of writing in question.





## Appendices





## Appendix A

### Authentic Workplace Materials Collection Matrix



Page	Essential Skill (Complexity Level)	Related Essential Skills (Complexity Level)	Type of Material	Job Title/ NOC Code	Source	Availability in Other Languages
19	Reading Text (1)	Document Use (2), Writing (1), Numeracy, Oral Communication	Application Form	Application Clerk/ NOC 1441	Office of the Chief Electoral Officer, Elections Nunavut	French Inuktitut
23	Reading Text (2)	Finding Information, Numeracy, Writing	Newsletter	Dietary Technician/ NOC 3219	Calgary Regional Health Authority	
29	Reading Text (2)	Document Use, Oral Communication	Booklet	Clerk/NOC 1453	Office of the Chief Electoral Officer, Elections Nunavut	French Inuktitut
33	Reading Text (2)	Document Use (1), Writing (1), Numeracy, Oral Communication	Rental Contract Form	Athletic Equipment Custodian/NOC 6671	City of Calgary, Parks and Recreation	
37	Reading Text (2)	Document Use (3), Finding Information, Writing	Safety Data Sheet (includes tables, symbols)	Cleaner/NOC 6661	S.C. Johnson Professional, Inc. Brantford, Ontario	
45	Reading Text (2)	Finding Information, Significant Use of Memory	Glossary	Gas Maintenance Worker/NOC 7442	Centra Gas British Columbia, Inc.	



Page	Essential Skill (Complexity Level)	Related Essential Skills (Complexity Level)	Type of Material	Job Title/ NOC Code	Source	Availability in Other Languages
49	Reading Text (2)	Document Use (3)	Collective Agreement Schedule (includes table)	Sewer Maintenance Worker/NOC 7621	Canadian Union of Public Employees (CUPE), Local 37	
55	Reading Text (2)	Document Use (2)	Briefing Form	Correctional Officer/NOC 6462	Bath Institution Bath (Kingston), Ontario	
59	Reading Text (3)	Document Use (1), Oral Communication, Writing	Brochure	Carpet Cleaners/NOC 6662	Chem-Dry Canada	
63	Reading Text (3)	Document Use (3), Oral Communication, Problem Solving, Writing	Hotel Contract Form (includes tables)	Hotel Sales Representative/ NOC 6411	The Coast Bastion Inn Nanaimo, British Columbia	
71	Reading Text (4)	Document Use (3), Finding Information	Regulations (includes table)	Cargo Transportation Agent/NOC 6433	International Air Transport Association (IATA)	
75	Reading Text (4)	Document Use (3), Numeracy, Oral Communication	Contract Collective Agreement	Personnel Clerk/NOC 1442	Iqaluit Housing Authority	Inuktitut

Page	Essential Skill (Complexity Level)	Related Essential Skills (Complexity Level)	Type of Material	Job Title/ NOC Code	Source	Availability in Other Languages
81	Document Use (1)	Reading Text (2)	Hazard Symbols	Grocery Store Cashiers/ NOC 6611	Zehrs Markets Guelph, Ontario	
85	Document Use (1)	None	Adhesive Label/Sticker Seal	Scale Repairer/NOC 7445	Scaleco, Incorporated	
89	Document Use (1)	Writing (1), Numeracy, Significant Use of Memory, Working with Others	Form Time Sheet	Road Maintenance Labourers/NOC 7621	Operations Division City of Cumberland, Ontario	
93	Document Use (2)	Reading Text (1), Oral Communication	Work Order	Caretaker/NOC 6663	Holiday Inn Mississauga, Ontario	
97	Document Use (2)	Reading Text (1), Writing (1), Working with Others	Checklist Check Sheet	Tire Service Person/ NOC 7443 Sewing Machine Servicer/ NOC 7445 Courier/NOC 1463	Blaskin & Lane Tire Centres Grande Prairie Sewing Centre, Grande Prairie, Alberta Purulator Courier Ltd.	
105	Document Use (2)	Writing (1), Oral Communication	Advisory Form	Bus Ticket Agent/NOC 6434	Greyhound Canada Transportation Corporation	

Page	Essential Skill (Complexity Level)	Related Skills (Complexity Level)	Type of Material	Job Title/ NOC Code	Source	Availability in Other Languages
109	Document Use (2)	Writing (1), Numeracy	Invoice Form Exchange Form	Cashier/NOC 6611	Canadian Tire Corporation, Limited	
115	Document Use (2 - 4)	Reading Text (1), Numeracy, Problem Solving	Charts and Graphs	Dairy Farmer/NOC 8251	Dairy Farmers of Ontario	
121	Document Use (3)	Numeracy, Oral Communication	Table	Food Preparer/NOC 6641	Wendy's Restaurants of Canada, Inc.	
125	Document Use (3)	Reading Text (2), Writing (1), Numeracy	Work Order	Window Installer/NOC 7441	Van Isle Windows Ltd. Victoria, British Columbia	
131	Document Use (3)	Numeracy, Writing	Inspection Form Estimate Form	Automotive Servicer/ NOC 7443	Blaskin & Lane Tire Centres	
135	Document Use (3)	Numeracy, Oral Communication, Writing	Estimate Form Order Form	Image Consultant/NOC 6481	"Dressings" Guelph, Ontario	
139	Document Use (3)	Reading Text (1), Writing	Menu Form (includes check- list, pictures, symbols)	Dietary Technician/ NOC 3219	Calgary Regional Health Authority	

Page	Essential Skill (Complexity Level)	Related Essential Skills (Complexity Level)	Type of Material	Job Title/ NOC Code	Source	Availability in Other Languages
145	Document Use (3)	Numeracy, Writing	Report Form (includes drawings)	Are Welder/NOC 7265	City of Calgary Transportation Department, Transit Division	
151	Document Use (3)	Reading Text (2), Writing (1), Numeracy	Application Form	Human Resources Officer/ NOC 1223	Government of the Northwest Territories	Inuktitut
159	Document Use (3)	Reading Text (2), Numeracy, Significant Use of Memory	Instruction Card (includes drawings and symbols)	Gas Fitters/NOC 7253	Alberta 1 Call Corporation	
165	Document Use (3)	Numeracy	Instruction Card	Faller/NOC 8421	MacMillan Bloedel Limited	
171	Document Use (3)	Numeracy	Brochure (includes drawings, symbols, tables)	Tire Repairer/NOC 7443	Bridgestone/Firestone Canada	
177	Document Use (3)	Numeracy, Oral Communication	Table	Advertising Clerk/NOC 1452	The St. Catharines Standard St. Catharines, Ontario	
183	Document Use (3-5)	Numeracy	Table Assembly/ Exploded Drawing Schematic	Vending Machine Repairer/ NOC 7445	Automatic Products International, Ltd. St. Paul, Minnesota	

Page	Essential Skill (Complexity Level)	Related Essential Skills (Complexity Level)	Type of Material	Job Title/ NOC Code	Source	Availability in Other Languages
193	Document Use (4)	None	Assembly/ Exploded Drawing Table	Parts Supplier/NOC 1472	Doorlec Corporation	
199	Document Use (5)	Reading Text, Numeracy	Record Form (includes drawing, graphs, tables)	Clinic Assistant/NOC 6631	Drs. Leslie and James Rourke Goderich, Ontario	
207	Writing (1)	Document Use (1)	Report Form	Water Treatment Plant Operator/NOC 9424	City of Red Deer Water Treatment Plant	
211	Writing (2)	Document Use (3), Oral Communication, Significant Use of Memory	Accident/Incident Report Form Occurrence Report Form (includes drawings)	Bus Driver/NOC 7412	Transportation Department City of Calgary	
217	Writing (3)	Document Use (1)	Job Advertisement (includes drawing)	Sales Associate/NOC 6421	Devonshire Cream	
221	Writing (3)	Finding Information	Incident Report	Police Officer/NOC 6261	Guelph Police Service Guelph, Ontario	
227	Writing (5)	Numeracy	Promotional Advertisement	Travel Agent/NOC 6431	Capital Tours Victoria, British Columbia	
231	Writing (5)	Numeracy	Promotional Advertisement	Esthetician/NOC 6482	Soft Touch Studio Kamloops, British Columbia	



## Appendix B

### Black and White Masters of the Collection for Photocopying



# Demande d'inscription au scrutin spécial par la poste

Given Names / Prénom(s)

Mailing Address if Different from Street Address / Adresse postale, si différente

Postal Code / Code postal

Date of Birth (Year/Month/Day) / Date de naissance (A/M/I)

Voter Number (if known) /  
N° d'électeur

I, the undersigned, declare that:

- I am a Canadian Citizen;
- I will be 18 years of age or older on polling day;
- I have been a resident in the NWT or Nunavut at least 12 months before polling day and I will be a resident in Nunavut on polling day; and
- I will not attempt to vote by any other means at this election.

Je, soussigné, déclare ce qui suit :

- je suis citoyen canadien;
- j'aurai 18 ans ou plus le jour du scrutin;
- j'ai résidé aux T.N.-O. ou au Nunavut pendant au moins les douze (12) mois précédant le jour du scrutin et je serai résidant du Nunavut le jour du scrutin; et
- je ne voterai d'aucune autre façon le jour de l'élection.

Signature of Voter / Signature de l'électeur

**NOTE:** If you are registering by mail or fax, **attach a copy** of an official document showing your name, address, date of birth and signature, such as a driver's licence or a combination of two documents providing the same information.

**NOTE :** Si vous vous inscrivez par la poste ou par télécopieur, joignez une copie d'un document officiel indiquant votre nom, adresse, date de naissance et signature. Il peut s'agir de votre permis de conduire ou de deux documents indiquant les renseignements demandés.

Office Use Only / À l'usage du bureau

Signature of Authorized Election Official / Signature du membre du personnel électoral attitré

This application must be received in the Office of the Chief Electoral Officer of Nunavut, at the following address, no later than 5:00 p.m. on the 20<sup>th</sup> day before ordinary polling day:

Chief Electoral Officer  
Elections Nunavut  
P.O. Box 2249  
Iqaluit, NT X0A 0H0

Cette demande doit parvenir à l'adresse indiquée ci-dessous au plus tard à 17 h, le 20<sup>e</sup> jour précédant le jour du scrutin régulier.

Directeur général des élections  
Élections Nunavut  
C.P. 2249  
Iqaluit, NT X0A 0H0



NUNAVUTMI NIGOAKTOLIKIYIT  
Elections Nunavut  
Élections Nunavut



NUNAVUTMI NIGOAKTOLIKIYIT  
Elections Nunavut  
Élections Nunavut





## Polling Day

You may cast your ballot at the polling station established for the polling division in which you reside. Polls are open between 9:00 a.m. and 8:00 p.m. on polling day.

At the polling station you will receive a ballot paper from the deputy returning officer. The names of the candidates are listed alphabetically on the ballot. Take the ballot to a private voting compartment. Mark your ballot with a cross (X) or other clear mark within the white circle which appears beside the name of the candidate for whom you intend to vote. When you have finished marking your ballot, fold the paper to conceal the mark that you have made and take the ballot back to the deputy returning officer. You may watch as the deputy returning officer removes the counterfoil and deposits your ballot into the sealed ballot box. This procedure ensures that your vote is kept secret.

## Jour du scrutin

Vous devez voter au bureau de scrutin de la section de vote de votre lieu de résidence, entre 9 h et 20 h le jour du scrutin.

À votre arrivée au bureau, le scrutateur vérifie votre nom sur la liste des électeurs et vous remet un bulletin de vote sur lequel apparaît, par ordre alphabétique, le nom des candidats. Vous vous rendez ensuite dans un isolement pour marquer votre bulletin en faisant une croix (X), ou toute autre marque visible, à l'intérieur du cercle à côté du nom du candidat de votre choix. Vous pliez votre bulletin de manière à dissimuler votre vote et le remettez ensuite au scrutateur. Vous pouvez l'observer lorsqu'il détache le talon et dépose votre bulletin dans la boîte de scrutin scellée. C'est une façon de garantir le secret du vote.

## Temps accordé pour voter

Selon la *Loi électorale*, votre employeur doit vous accorder trois (3) heures consécutives pour aller voter pendant les heures d'ouverture des bureaux de scrutin. Si, en raison de la nature de votre travail, vous ne pouvez pas vous libérer pendant trois heures consécutives, votre employeur doit vous accorder le temps qu'il faut pour que vous disposiez de trois heures consécutives. L'employeur a le droit de choisir à quel moment de la journée vous pouvez aller voter; il n'a toutefois pas le droit de retenir quelque somme que ce soit de votre rémunération, ni de vous pénaliser de toute autre manière.



ማረጋገጫውንም ማረጋገጫውንም ለገጽ  
 ማረጋገጫውንም ለገጽ ማረጋገጫውንም ለገጽ  
 ማረጋገጫውንም ለገጽ ማረጋገጫውንም ለገጽ  
 ማረጋገጫውንም ለገጽ ማረጋገጫውንም ለገጽ  
 ማረጋገጫውንም ለገጽ ማረጋገጫውንም ለገጽ





# GOLF CAR

# RENTAL AGREEMENT

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ CASH ☐ CHARGE ☐

Car No.	No. of Holes	Amount of Rental	Date
			/ /

## RENTAL AGREEMENT

The above numbered Car is hereby leased by the Club to the Lessee for the number of holes of play on the date indicated above. If Lessee retains the said property after expiration thereof, such retention shall be construed as additional rental at the same rate of rental, and under the same terms and conditions as originally contained in this agreement. Said property is not to be removed from the golf course and is to be returned promptly to the Lessor after use. Lessee represents that he is familiar with the use and operation of said property. Lessee agrees to keep said property in Lessee's custody and not to sublease or re-rent the same.

Lessee agrees to keep said property in the same condition as when received. It is expressly understood and agreed that no right of action whatsoever shall accrue to the Lessee for damages of any kind whatsoever, whether to person and/or property, and/or for loss of time and/or other loss or damage, arising from the use of, operation of, or in any way connected with the said property or any part thereof, from whatever cause arising. Lessee agrees to hold all parties free and harmless from all such damage.

Lessee expressly acknowledges personal liability to pay Lessor costs to repair all damages to said property and Lessor's costs including attorney fees incurred in collection of payments due from Lessee hereunder.

The full agreement between the Lessor and Lessee is contained herein, and time is made of the essence of this agreement. The receipt of all above described property, in good order and repair is hereby acknowledged by Lessee.

NOT MORE THAN TWO PERSONS AND TWO GOLF BAGS SHALL BE IN THE SAID CAR AT ANY ONE TIME.

**I hereby agree to pay for any damages that are sustained to the above golf car while in my possession, and I am totally familiar with the operation of same.**

Signature **X** \_\_\_\_\_ Acct. No. \_\_\_\_\_

**Nº 361864**



## Chem-Dry's Carbonated System—A Proven Winner

For more than 20 years, Chem-Dry, the largest, most trusted carpet and fabric care network in the world, has harnessed the power of carbonated solutions to clean carpet and fabrics with amazing effectiveness. Surely, you have heard of using club soda to remove stains; it's the carbonated bubbles that do the work. Active, effervescent solutions literally explode dirt and grime from your carpet and lift them to the surface where they can be removed. The great benefits of this process are deep cleaning, fast drying (one to two hours) and resistance to resoiling.

## Building on the Best

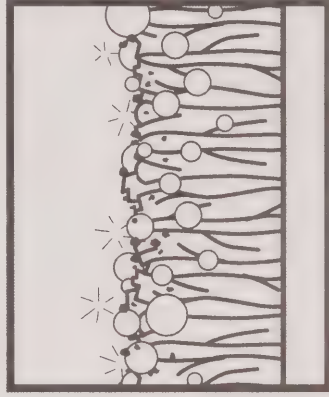
With the best as our foundation, Chem-Dry has taken a quantum technological leap into the future of cleaning. The proven power of carbonation has now been combined with heat and extraction. The new Chem-Dry Hot Carbonating Extraction (HCE) process adds the benefits of hot solutions and powerful vacuum extraction without compromising the advantages that have made Chem-Dry great.

## Heat Makes it Better

Hot water helps rinse away grease and grime. Would you rather clean your greasy dishes in hot water or cold? Chem-Dry has adopted this powerful principle and combined it with carbonation and extraction to create a cleaning system that can not be matched.

## Heat and Carbonation Together... A Valuable Invention

Combining heat and carbonation is not as easy as it may sound. The problem is, if you heat a carbonated solution, the bubbles are quickly driven away (ie. a soda on a hot summer day goes flat). Chem-Dry has created a patented technology that actually allows carbonated bubbles to exist in a hot solution. Two separate solutions are heated to a ready-to-use temperature of 190°—perfect for cleaning. These two solutions are combined just before they hit the carpet fiber. The result of combining these special solutions is an even more powerful carbonating reaction which produces millions of effervescent cleaning bubbles. These hot bubbles explode dirt and stains from the carpet and lift them to the surface where intense vacuum extraction whisks them away. The incredible efficiency of the bubbles allows Chem-Dry to use a fraction of the moisture used by traditional cleaning methods.



*These hot bubbles explode dirt and stains from the carpet and lift them to the surface for easy extraction. Thus, Hot Carbonating Extraction (HCE).*

## Benefits of Chem-Dry Hot Carbonating Extraction (HCE)

- Incredible Cleaning.** Effervescent solutions remove soil all the way from the bottom of the fiber. These buoyant effervescent bubbles do not soak into the backing and pad.
- Fast Drying / Convenient.** The incredible efficiency of the bubbles allows Chem-Dry to use a fraction of the moisture used by traditional cleaning methods. Carpets dry in two hours, not two days.
- Prevents Reappearing Stains.** The carbonating action lifts stains to the surface without flooding the backing and pad.
- Saves you Money by Staying Clean Longer.** No dirt attracting residues are left behind to cause carpets to resoil quickly. This means fewer cleanings and greater value.
- Refreshes New Carpet Fibers.** New fiber technology actually retains its original shape when exposed to heated cleaning solution. The hot carbonating cleaning process fulfills this need without long drying times.
- Healthier Carpets.** The USEPA recommends cleaning your carpets every 12-18 months to remove unhealthy elements. Chem-Dry's low moisture system does a better job of preventing mold, mildew, fungus and bacteria from growing in your carpet because of excess moisture. The hot carbonating solutions made of ingredients copied from nature make Chem-Dry the natural choice.

# Patented Technology





## **WHMIS**

### **EMPLOYEE INFORMATION HANDOUT**

# **WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM**

#### **INTRODUCTION**

This pamphlet is your personal reference guide to understanding WHMIS. Zehrs has provided the pamphlet, video, training, product labels and material safety data sheets.

As an employee, it is your responsibility to understand how to read the WHMIS labels and M.S.D.S. and to know the location of the M.S.D.S. binder.

**THINK SAFETY! WORK SAFELY!**

#### **Table of Contents**

1. WHMIS - What's It All About
2. Hazard Symbols
3. Supplier Label
4. Workplace Label
5. Material Safety Data Sheets
6. Hazardous Materials Used At Zehrs
7. Safety Policy





# 1. WHMIS... WHAT'S IT ALL ABOUT ANYWAY?

The letters WHMIS stand for the words **WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM**. It is a Canada wide system designed to give employees information about the hazardous materials they work with.

It was developed jointly by Federal and Provincial governments, Industry and organized Labour. Legislation was passed on October 31, 1988.

Because WHMIS provides information only on the products we work with and not the products we sell, it is very important to use products specifically supplied by Zehrs. Do not remove product from the shelf to use for cleaning purposes in the store.

# 2. HAZARD SYMBOLS AND WHAT THEY MEAN

## CLASS A: COMPRESSED GAS

A substance that at room temperature (20°C) is in a gaseous state and kept under pressure. ie. Helium, Propane



## CLASS B: FLAMMABLE & COMBUSTIBLE MATERIALS

A solid, liquid or gas that will ignite and continue to burn if there is a source of ignition. ie.. Dustbane Expo Liquid Glass Cleaner.



## CLASS C: OXIDIZING MATERIAL

This is a substance that will cause another substance to burn. ie. Chromic Acid.



## CLASS D: POISONOUS AND INFECTIOUS MATERIALS

### CLASS D<sup>1</sup> *Materials Causing Immediate and Serious Toxic Effects*

These are materials that cause harmful health effects, including death within a short period of time after exposure.



### CLASS D<sup>2</sup> *Materials Causing Other Toxic Effects*

These are materials that cause harmful health effects days, months or years after one or more exposures. Materials which can cause cancer are included here.



### CLASS D<sup>3</sup> *Biohazardous Infectious Materials*

An organism or its toxins that may cause serious infectious disease.



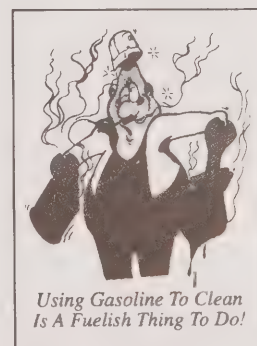
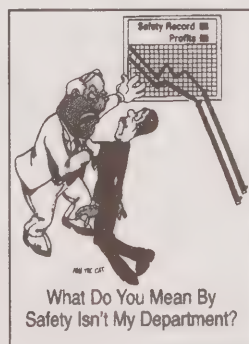
## CLASS E: CORROSIVE MATERIAL

A substance that will erode steel or aluminum or destroy animal tissues. ie Foameze Liquid Degreaser.



## CLASS F: DANGEROUSLY REACTIVE MATERIAL

A material which will react with water to produce a poisonous gas or which will undergo a reaction if the container is heated, pressurized or agitated.





1535 Frederick Street  
Brandon, MB. R7A 6Z6  
Phone: (204) 729-3825  
Fax: (204) 726-5875

**SCALECO**



*Not Legal for Trade until Inspected*









# CANADIAN TIRE ASSOCIATE STORE

GST #R125577882  
29 Kolb Avenue  
KAPUSKASING, ONTARIO P5N 1G2  
(705) 335-6066 Fax 335-5650

CUSTOMER ORDER NO. <i>P0# 32649-P</i>		SOLD BY <i>[Redacted]</i>		DATE <i>May 14, 96</i>	
SOLD TO <i>John Doe Club</i>					
ADDRESS <i>Acc. # 0.21</i>					
MDSE. SOLD		MDSE. RET'D		REC'D ON ACCT.-NOTE	MISC'L
CASH	CHARGE	CASH	CHARGE		
	<input checked="" type="checkbox"/>				
QTY	PART NO.	ARTICLES		PRICE	AMOUNT
1	46-0604-6	casters			5 99
1	59-3397	Hose			34 99
<i>page 1</i>					
SPECIAL INSTRUCTIONS Net 30 days. 2% interest charged per month on all overdue accounts.				SUB-TOTAL	40 98
<i>John Doe</i> All claims and returned goods MUST be accompanied by this bill.				GST	2 87
				PST	3 28
				TOTAL	47 13
RECEIVED BY					

70884

*Thank You*



# ADJUSTA - CARD

CANADIAN TIRE CORPORATION LIMITED  
SOCIÉTÉ CANADIAN TIRE LIMITÉE

178

1306538225

ÉMIS PAR LE MAGASIN ASSOCIÉ

TOWN KAPUSKASING, ONT.

STORE NO

YEAR/ANNÉE MONTH/MOIS DAY/JOUR

DATE

96 05 14

B/I NO.  
NO. DU CONN.

178 1306538225

PRODUCT No N° DE PRODUIT

760694

QUANTITY - QUANTITÉ

1

REQUESTED CREDIT - CRÉDIT RÉCLAMÉ

\$ 599

01

P/A CODE

OTHER

DEFECT CODE

INSTALL  
STORE NO

178

INVOICE - FACTURE OR  
OU SERIAL No - N° DE SÉRIE

H.O. USE ONLY - RESERVÉ AU SIEGE SOCIAL

96

1 MONTH  
MOIS

05

DAY  
JOUR

09

ADDRESS  
ADRESSE

TOWN  
VILLE

Kapuskasing

PHON  
TÉL

CUSTOMER'S SIGNATURE  
SIGNATURE DU CLIENT

WRITTEN BY - ÉCRIT PAR

OFFICE - SIEGE SOCIAL

rollers are broken



## NUTRITION INFORMATION

This nutrition and ingredient guide was created to help you make informed meal choices when visiting Wendy's. For made-to-order items, such as your favourite sandwich, you can calculate nutrition information by adding the components. For example, to find the calories for a Classic Single™ with ketchup, onion and tomato, add the total calories for each sandwich component: ¼ lb. hamburger patty (190), sandwich bun (155), ketchup (8), onion (5) and tomato (5) for a total of 363 calories. (Note: Your totals may differ slightly from those listed. Wendy's calculations follow the federal regulations regarding the rounding of nutritional data).

\*\* = Total fats are comprised of many substances other than those listed.

N/A = Information not available

### SANDWICHES

Nutrition Information													
	Serving Size	Weight (g)	Calories	Kilocalories	Protein (g)	Fat (g) **	Polysaturated (g)	Monounsaturated (g)	Saturated (g)	Cholesterol (mg)	Carbohydrates (g)	Dietary Fibre (g)	Sodium (mg)
Classic Single™ plain	1 ea.	133	354	1480	24	16	2.0	6.3	5.4	58	31	1.8	482
Classic Single™ w/everything	1 ea.	219	410	1720	25	19	3.0	8.3	5.7	59	37	2.5	827
Big Bacon Classic®	1 ea.	282	574	2400	33	31	3.9	13	11	86	45	3.0	1245
Jr. Bacon Cheeseburger	1 ea.	166	383	1600	19	20	3.1	8.2	6.7	48	33	2.1	719
Jr. Hamburger Deluxe	1 ea.	168	311	1300	15	13	2.8	5.4	3.3	30	36	2.3	622
Jr. Cheeseburger Deluxe	1 ea.	180	355	1480	18	16	2.9	6.5	5.7	41	36	2.3	794
Hamburger, Kids' Meal	1 ea.	111	269	1120	15	9.3	1.9	3.4	3.0	29	33	1.9	560
Cheeseburger, Kids' Meal	1 ea.	123	313	1310	17	13	2.0	4.6	5.4	40	33	1.9	733
Grilled Chicken Sandwich	1 ea.	189	311	1300	28	7.7	3.2	2.5	1.7	62	35	2.2	786
Breaded Chicken Sandwich	1 ea.	193	391	1640	23	15	4.6	5.5	2.4	38	44	2.5	737
Chicken Club Sandwich	1 ea.	201	432	1810	25	18	4.8	7.2	3.5	45	44	2.5	835
Spicy Chicken™ Sandwich	1 ea.	203	390	1630	26	14	4.5	5.7	2.4	54	42	2.1	1184
<b>SANDWICH COMPONENTS</b>													
¼ lb.* Hamburger Patty	1 ea.	74	190	800	19	13	0.3	5.8	4.8	58	0	0	191
2 oz.* Hamburger Patty	1 ea.	37	95	400	9.5	6.3	0.1	2.9	2.4	29	0	0	95
Grilled Chicken Fillet	1 pc.	82	113	470	22	2.9	0.5	1.4	0.8	61	0	0	448
Breaded Chicken Fillet	1 pc.	84	188	790	17	8.7	1.9	3.0	1.5	37	10	0.4	384
Spicy Chicken™ Fillet	1 pc.	94	187	780	20	7.8	1.9	3.2	1.5	54	9.0	0	831
Bun, Kaiser	1 ea.	67	187	780	6.0	3.2	1.9	0.6	0.6	0	36	1.9	339
Bun, Sandwich	1 ea.	56	155	650	4.9	2.7	1.6	0.5	0.5	0	29	1.7	277
Cheddar Cheese, Processed	1 sl.	18	66	280	3.5	5.8	0.2	1.7	3.6	16	0.2	0	259
Cheddar Cheese, Processed, Jr.	1 sl.	12	44	180	2.3	3.9	0.1	1.1	2.4	11	0.1	0	173
Bacon	1 sl.	4	20	80	1.0	1.8	0.1	0.9	0.5	3	0	0	49
Honey Mustard, Lite	1 tsp.	7	26	110	0.2	1.8	N/A	N/A	N/A	N/A	2.3	0.1	41
Ketchup	1 tsp.	7	8	30	0.1	0	0	0	0	0	1.8	0	63
Lettuce	1 leaf	15	2	8	0.2	0	0	0	0	0	0.3	0	1
Mayonnaise, Lite	1 ½ tsp.	9	32	130	0.1	3.2	N/A	N/A	N/A	N/A	0.8	0	58
Mustard	1 tsp.	5	3	10	0.2	0	0	0	0	0	0.3	0	58
Onion	4 rings	13	5	20	0.2	0	0	0	0	0	1.1	0.2	0
Pickles	4 sl.	11	1	5	0	0	0	0	0	0	0.4	0	151
Tomatoes	1 sl.	26	5	20	0.2	0.1	0	0	0	0	1.2	0.3	2

### SANDWICH CONTENTS

**CLASSIC SINGLE™ PLAIN:** ¼ lb.\* Patty, Sandwich Bun.  
**CLASSIC SINGLE™ WITH EVERYTHING:** ¼ lb.\* Patty, Lite Mayonnaise, Ketchup, Mustard, Pickles, Onion, Tomato, Lettuce, Sandwich Bun.  
**BIG BACON CLASSIC®:** ¼ lb.\* Patty, Processed Cheddar Cheese Slice, Bacon, Lite Mayonnaise, Ketchup, Pickles, Onion, Tomato, Lettuce, Kaiser Bun.  
**JR. BACON CHEESEBURGER:** 2 oz.\* Patty, Processed Cheddar Cheese Jr. Slice, Bacon, Lite Mayonnaise, Tomato, Lettuce, Sandwich Bun.  
**JR. HAMBURGER DELUXE:** 2 oz.\* Patty, Lite Mayonnaise, Ketchup, Mustard, Pickles, Onion, Tomato, Lettuce, Sandwich Bun.  
**JR. CHEESEBURGER DELUXE:** 2 oz.\* Patty, Processed Cheddar Cheese Jr. Slice, Lite Mayonnaise, Ketchup, Mustard, Pickles, Onion, Tomato, Lettuce, Sandwich Bun.  
**KIDS' MEAL HAMBURGER:** 2 oz.\* Patty, Ketchup, Mustard, Pickles, Sandwich Bun.

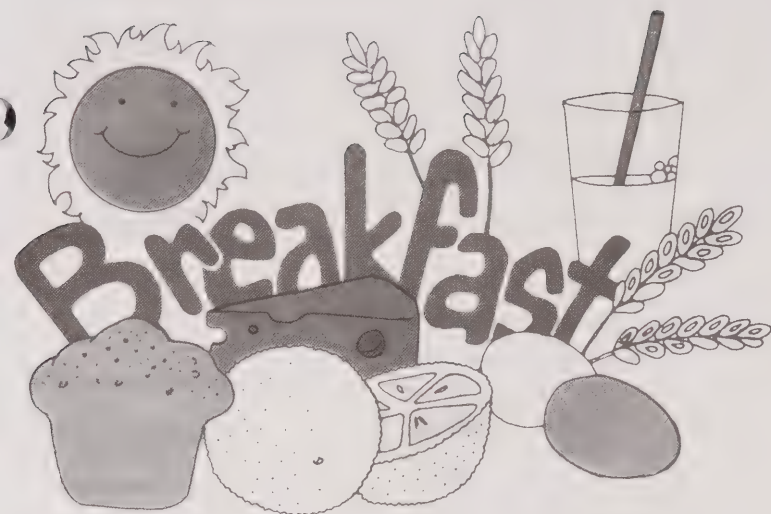
**KIDS' MEAL CHEESEBURGER:** 2 oz.\* Patty, Processed Cheddar Cheese Jr. Slice, Ketchup, Mustard, Pickles, Sandwich Bun.  
**GRILLED CHICKEN SANDWICH:** Grilled Chicken Fillet, Lite Honey Mustard, Tomato, Lettuce, Sandwich Bun.  
**BREADED CHICKEN SANDWICH:** Breaded Chicken Fillet, Lite Mayonnaise, Tomato, Lettuce, Sandwich Bun.  
**CHICKEN CLUB SANDWICH:** Breaded Chicken Fillet, Lite Mayonnaise, Tomato, Lettuce, Bacon, Sandwich Bun.  
**SPICY CHICKEN™ SANDWICH:** Spicy Chicken Fillet, Lite Mayonnaise, Tomato, Lettuce, Sandwich Bun.

#### Symbol Key

\*Approximate weight before cooking



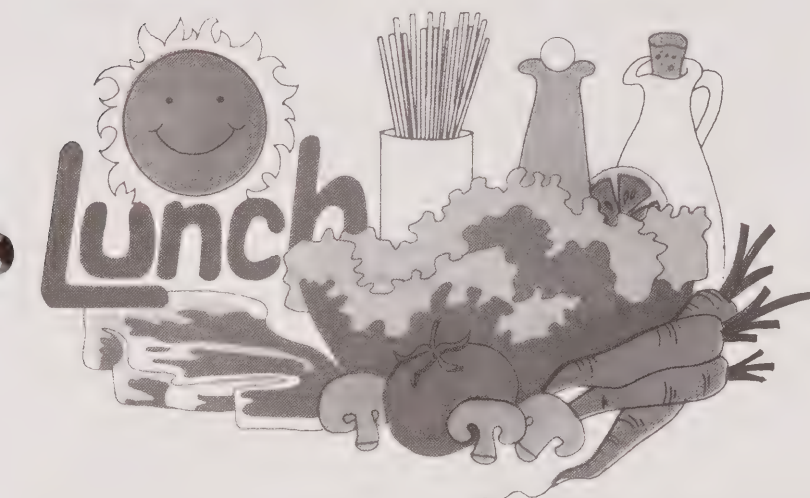




Please note the day that this menu will be served.

Ensure your name, unit and room number are written on each section of the menu.





Return completed menu on your **SUPPER** tray. If your menu is not returned, we will make the selection for you.



Good nutrition plays an important role in your recovery.


The department of Dietetics recommends that you follow Canada's Food Guide when choosing your meals.

Canada's Food Guide recommends:

-  **Milk and Milk Products**  
2 - 4 servings daily
-  **Meat, Fish, Poultry and Alternatives**  
2 servings daily
-  **Breads and Cereals**  
3 - 5 servings daily
-  **Fruit and Vegetables**  
4 - 5 servings daily



If you have any questions regarding your meal service, ask to see a Registered Dietitian or Dietary Technician who will be pleased to assist you.

**The Calgary General Hospital**   
Bow Valley Centre  
Peter Lougheed Centre



**BREAKFAST MONDAY I**

Please Select Your Choice With X

**FULL****FRUIT**

- ☐ Orange Juice  
☐ Apple Juice  
  
☐ Canned Peaches

**CEREALS**

- ☐ Sunny Boy  
☐ Cream of Wheat  
☐ Rice Krispies  
☐ Milk for Cereal

**SPECIAL ITEMS**

- ☐ French Toast  
☐ Syrup  
  
☐ Pineapple Carrot Muffin

**SPREADS**

- ☐ Strawberry Jam

- |   |   |
|---|---|
| <input type="checkbox"/> brown toast          | <input type="checkbox"/> coffee           |
| <input type="checkbox"/> white toast          | <input type="checkbox"/> decaf. coffee    |
| <input type="checkbox"/> butter               | <input type="checkbox"/> tea              |
| <input type="checkbox"/> margarine            | <input type="checkbox"/> 2% milk          |
| <input type="checkbox"/> salt                 | <input type="checkbox"/> skim milk        |
| <input type="checkbox"/> pepper               | <input type="checkbox"/> milkette         |
| <input type="checkbox"/> sugar                | <input type="checkbox"/> cream substitute |
| <input type="checkbox"/> brown sugar          | <input type="checkbox"/> hot water        |
| <input type="checkbox"/> low sodium seasoning |   |
| <input type="checkbox"/> wheat bran           |   |

NAME: \_\_\_\_\_

UNIT: \_\_\_\_\_ RM #: \_\_\_\_\_

Menu Items are Subject to Change

**LUNCH MONDAY I**

Please Select Your Choice With X

**FULL****SOUP**

- ☐ Vegetable Soup  
☐ Soda Crackers

**VEGETABLES**

- ☐ Green Beans  
  
☐ Sliced Tomatoes

- |   |   |
|---|---|
| <input type="checkbox"/> brown bread          | <input type="checkbox"/> coffee           |
| <input type="checkbox"/> white bread          | <input type="checkbox"/> decaf. coffee    |
| <input type="checkbox"/> butter               | <input type="checkbox"/> tea              |
| <input type="checkbox"/> margarine            | <input type="checkbox"/> 2% milk          |
| <input type="checkbox"/> salt                 | <input type="checkbox"/> skim milk        |
| <input type="checkbox"/> pepper               | <input type="checkbox"/> milkette         |
| <input type="checkbox"/> sugar                | <input type="checkbox"/> cream substitute |
| <input type="checkbox"/> low sodium seasoning | <input type="checkbox"/> hot water        |

**ENTREES**

- ☐ Macaroni & Cheese  
☐ Ketchup  
☐ Corned Beef Sandwich  
on Light Rye  
☐ Mustard

**DESSERTS**

- ☐ Carrot Cake  
☐ Sliced Pineapple

NAME: \_\_\_\_\_

UNIT: \_\_\_\_\_ RM #: \_\_\_\_\_

Menu Items are Subject to Change

**SUPPER MONDAY I**

Please Select Your Choice With X

**FULL****JUICE**

- ☐ Cranberry Juice

**VEGETABLES**

- ☐ Parmesan Rice  
  
☐ Sliced Beets  
☐ Carrots  
  
☐ Three Bean Salad

- |   |   |
|---|---|
| <input type="checkbox"/> brown bread          | <input type="checkbox"/> coffee           |
| <input type="checkbox"/> white bread          | <input type="checkbox"/> decaf. coffee    |
| <input type="checkbox"/> butter               | <input type="checkbox"/> tea              |
| <input type="checkbox"/> margarine            | <input type="checkbox"/> 2% milk          |
| <input type="checkbox"/> salt                 | <input type="checkbox"/> skim milk        |
| <input type="checkbox"/> pepper               | <input type="checkbox"/> milkette         |
| <input type="checkbox"/> sugar                | <input type="checkbox"/> cream substitute |
| <input type="checkbox"/> low sodium seasoning | <input type="checkbox"/> hot water        |

**ENTREES**

- ☐ Oven Baked Chicken  
  
☐ Tuna Salad Sandwich  
\_\_brown \_\_white

**DESSERTS**

- ☐ Canned Fruit Cocktail  
☐ Oatmeal Cookies

NAME: \_\_\_\_\_

UNIT: \_\_\_\_\_ RM #: \_\_\_\_\_

Menu Items are Subject to Change







**MacMillan Bloedel Limited**  
**NORTH ISLAND • PORT MCNEILL**  
**STILLWATER • SOUTH ISLAND**  
**Old Growth**  
**Fallers Specifications Card**

**HEMBAL HIGHGRADE 50% Surface Clear**  
Min. Top Diameter: **60cm**  
Prime Lengths: **12.5m, 10.6m, 8.9m, 6.4m**

**HEMBAL SAWLOG**  
Min. Top Diameter: **40cm**  
Prime Lengths: **16.6m, 12.5m, 8.3m**

**HEMBAL GANG**  
Top Diameter: **20cm to 39cm**  
Prime Lengths: **16.6m, 12.5m, 8.3m**

**BALSAM PEELERS**  
Top Diameter: **20cm to 39cm**  
Prime Lengths: **16.6m, 13.3m, 8.3m**

**FIR HIGHGRADE 50% Surface Clear**  
Min. Top Diameter: **60cm**  
Prime Lengths: **12.5m, 10.6m, 8.3m, 6.4m**

**FIR/PINE SAWLOG**  
Min. Top Diameter: **40cm**  
Prime Lengths: **16.6m, 14.6m, 12.5m,**  
**10.6m, 8.3m, 6.4m**

**FIR/PINE GANG/PEELER**  
Top Diameter: **20cm to 39cm**  
Prime Lengths: **16.6m, 13.3m, 8.3m**

**CEDAR HIGHGRADE 50% Surface Clear**  
Min. Top Diameter: **80cm**  
Prime Lengths: **12.5m, 10.7m, 6.4m**

**CEDAR SAWLOG**  
Min. Top Diameter: **40cm**  
Prime Lengths: **15.1m, 12.5m, 11.3m,**  
**10.1m, 6.4m**

**CEDAR GANG**  
Top Diameter: **15cm to 39cm**  
Prime Lengths: **15.1m, 12.5m, 11.3m,**  
**10.1m, 6.4m**

**CEDAR SHINGLE**  
Min. Top Diameter: Round Logs: **50cm**  
Slabs: **20cm x 30cm**  
Min. Length: **3.8m**



20

15

10

5

0



#### CYPRESS/SPRUCE HIGHGRADE

50% Surface Clear

Min. Top Diameter: 60cm

Prime Lengths: 16.6m, 14.6m, 12.5m,  
8.3m, 6.4m

#### CYPRESS/SPRUCE SAWLOG

Min. Top Diameter: 40cm

Prime Lengths: 16.6m, 14.6m, 12.5m,  
8.3m, 6.4m

#### CYPRESS GANG

Top Diameter: 15cm to 39cm

Prime Lengths: 16.6m, 14.6m, 12.5m,  
8.3m, 6.4m

#### SPRUCE GANG/PEELER

Top Diameter: 20cm to 39cm

Prime Lengths: 16.6m, 13.3m, 10.8m, 8.3m

#### ALDER/MAPLE SAWLOG

Min. Top Diameter: 20cm

Prime Lengths: 14.7m, 12.6m, 9.5m, 6.3m

#### ALL PULP LOGS

Min. Top Diameter: 15cm

Min. Length: 3.6m

#### BOOMSTICKS - Round, Sound, Straight

Min. Top Diameter: FIR/HEM: 36cm

BAL/SPR: 40cm

Max. butt diameter: 90cm

Preferred length: 20.1m

#### RECOVERABLE SAWLOG PRIMES

Fir Highgrade: 5.1m, 4.4m

Fir/Hembal S/L: 4.3m Cedar: 5.1m, 3.8m

Peelers: 5.4m Cypress: 4.3m

- Undercut must be taken from stump max. 30cm on high side.
- Snags 3m and over in height must be felled.
- Assess total length of tree before bucking.
- Buck for maximum value recovery at prime lengths.
- Log lengths must be taped from shortest side.
- Trim all limbs flush with the log.
- Broken ends and shatter to be bucked to 65% sound wood.
- Buck out forks, schoolmarms and pistol butts.
- Remove obvious cull material (less than 50% sound wood).

WORK SAFELY.....  
YOUR FAMILY DEPENDS ON YOU.



01/99

20

15

10

5

0



# The Standard

17 Queen Street, St. Catharines, Ontario L2R 5G5 Phone (905) 684-7251 Fax (905) 684-8011

A Division of Southam Inc.

## NATIONAL ADVERTISING RATES

Effective January 1, 1999

### DISPLAY ADVERTISING

#### Dollar Volume Contracts

Dollar Volume Contracts are determined by combining all dollars spent on Standard advertising including R.O.P., Classified display, TVtimes, Color Comics, specialty publications and flyer distribution.



Dollar Volume		Net Line Rate Mon.-Fri.	Sat.	Gross Line Rate Mon.-Fri.	Sat.
Up to \$2,500	\$1.56	\$1.70	\$1.84	\$2.00	
Over \$2,500	\$1.42	\$1.55	\$1.67	\$1.82	
Over \$5,000	\$1.35	\$1.47	\$1.59	\$1.73	
Over \$10,000	\$1.30	\$1.41	\$1.53	\$1.66	
Over \$20,000	\$1.29	\$1.40	\$1.52	\$1.65	
Over \$25,000	\$1.19	\$1.30	\$1.40	\$1.53	
Over \$35,000	\$1.18	\$1.29	\$1.39	\$1.52	
Over \$50,000	\$0.87	\$0.95	\$1.02	\$1.12	
Over \$75,000	\$0.85	\$0.93	\$1.00	\$1.09	
Over \$100,000	\$0.84	\$0.92	\$0.99	\$1.08	
Over \$125,000	\$0.83	\$0.91	\$0.98	\$1.07	
Over \$150,000	\$0.82	\$0.90	\$0.96	\$1.06	
Over \$200,000	\$0.81	\$0.89	\$0.95	\$1.05	
Over \$250,000	\$0.80	\$0.88	\$0.94	\$1.04	
Over \$300,000	\$0.79	\$0.87	\$0.93	\$1.02	
Over \$350,000	\$0.78	\$0.85	\$0.92	\$1.01	
Over \$400,000	\$0.77	\$0.84	\$0.91	\$0.99	

### Guaranteed Positioning

25% premium

### Color Advertising

	Net Rates Mon.-Fri.	Sat.	Gross Rates Mon.-Fri.	Sat.
One Color	\$438	\$477	\$515	\$561
Two Colors	\$759	\$827	\$893	\$973
Three Colors	\$1042	\$1136	\$1227	\$1337

One charge per broadsheet or tabloid page

The Standard is published Monday to Saturday and serves the St. Catharines — Niagara Region. The Niagara Region is ranked the sixth largest CMA in Ontario and the 12th largest in Canada.

Dan Gaynor  
President and Publisher  
Julia Kamula  
Director of Advertising  
Mishka Borsch  
Advertising Manager  
National/Multi-Market/Inside Sales  
Kathy Gruhl  
Advertising Manager  
Classified  
Bob Williams  
Advertising Manager  
Local Retail Sales

### Mechanical Requirements

#### BROADSHEET

Printed size - 11 1/2" x 21 1/2"

Number of Columns - 10

Column depth - 301 lines

1 column	1" wide
2 columns	2 1/8" wide
3 columns	3 5/16" wide
4 columns	4 7/16" wide
5 columns	5 5/8" wide
6 columns	6 13/16" wide
7 columns	8" wide
8 columns	9 1/8" wide
9 columns	unavailable
10 columns	11 1/2" wide

#### TABLOID

Printed size - 10 5/16" x 11 7/16"

Number of Columns - 9

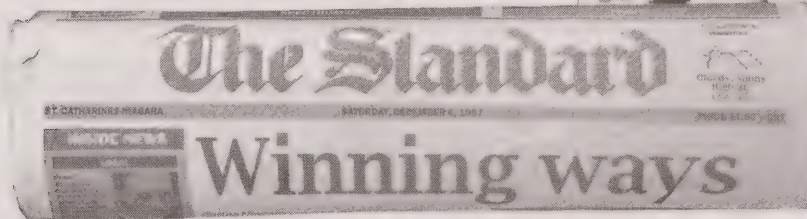
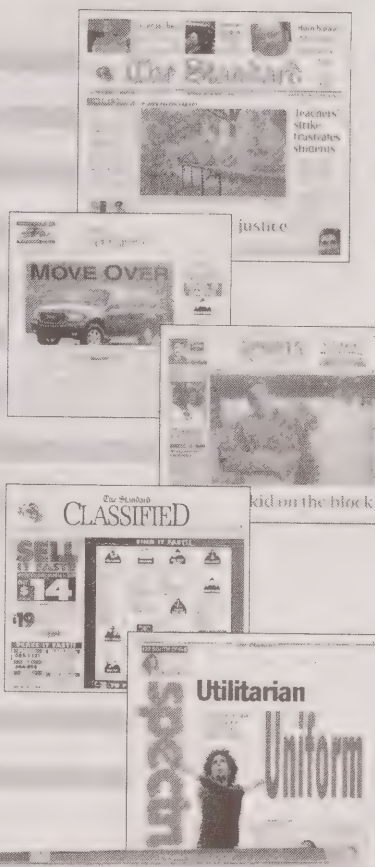
Column depth - 160 lines

1 column	1" wide
2 columns	2 1/8" wide
3 columns	3 5/16" wide
4 columns	4 7/16" wide
5 columns	5 5/8" wide
6 columns	6 13/16" wide
7 columns	8" wide
8 columns	unavailable
9 columns	10 5/16" wide

### Page Requirements

Advertisements that exceed 90% of the column depth will be charged 100% of depth.

RATES SHOWN EXCLUDE TAXES  
All rates and charges are exclusive of any taxes.







Birth remarks:

**Rourke Baby Record: EVIDENCE BASED INFANT / CHILD HEALTH MAINTENANCE GUIDE I**

NAME \_\_\_\_\_ Birth Date ( d/m/yr) \_\_\_\_\_ M[ ] F[ ]

Length: \_\_\_\_\_ cm. Head Circ: \_\_\_\_\_ cm. Birth Wt. \_\_\_\_\_ gms. Discharge Wt. \_\_\_\_\_ gms

DATE / AGE	within 1-2 wks			3-4 wks			2 mos			4 mos			6 mos			
GROWTH	Ht.	Wt.	Hd. Circ av. 35 cm.	Ht.	Wt.	Hd. Circ.	Ht.	Wt.	Hd. Circ.	Ht.	Wt.	Hd. Circ.	Ht.	Wt. (x 2 BW)	Hd. Circ.	
PARENTAL CONCERNS																
NUTRITION	<input type="checkbox"/> Breast feeding* <input type="checkbox"/> Formula feeding (Iron fortified) [150 ml = 5 oz/Kg/day] <input type="checkbox"/> Stool pattern & urine output			<input type="checkbox"/> Breast feeding* <input type="checkbox"/> Formula feeding (Iron fortified)			<input type="checkbox"/> Breast feeding* <input type="checkbox"/> Formula feeding (Iron fortified)			<input type="checkbox"/> Breast feeding* <input type="checkbox"/> Formula feeding (Iron fortified) <input type="checkbox"/> Iron fortified cereal			<input type="checkbox"/> Breast feeding* <input type="checkbox"/> Fluoride (if needed)* <input type="checkbox"/> Formula feeding (Iron fortified) <input type="checkbox"/> Choking/safe food* <input type="checkbox"/> Veg/fruits <input type="checkbox"/> No egg white; no citrus			
E D U C A T I O N & A D V I C E	Safety	<input type="checkbox"/> Car seat (infant)* <input type="checkbox"/> Crib safety			<input type="checkbox"/> Smoke detectors* <input type="checkbox"/> Non-inflam. sleepwear* <input type="checkbox"/> Hot water < 54° C* <input type="checkbox"/> Choking/safe toys*			<input type="checkbox"/> Falls* <input type="checkbox"/> Choking/safe toys*			<input type="checkbox"/> Car seat (toddler)* <input type="checkbox"/> Stairs/walkers* <input type="checkbox"/> Bath safety*; safe toys*			<input type="checkbox"/> Poisons*; PCC #* <input type="checkbox"/> Electric plugs		
	Behaviour	<input type="checkbox"/> Sleep/crying			<input type="checkbox"/> Sleep/crying			<input type="checkbox"/> Sleep/crying						<input type="checkbox"/> Night crying*		
	Family coping	<input type="checkbox"/> Parenting/bonding/fatigue <input type="checkbox"/> Siblings														
	High risk	<input type="checkbox"/> Assess home visit need*												<input type="checkbox"/> Assess day care need*		
	Other	<input type="checkbox"/> Sleep position* <input type="checkbox"/> Temperature control & overdressing* <input type="checkbox"/> Second hand smoke*			<input type="checkbox"/> Sleep position* <input type="checkbox"/> Temperature control & overdressing* <input type="checkbox"/> Second hand smoke*			<input type="checkbox"/> Fever control			<input type="checkbox"/> Teething*					
	DEVELOPMENT	<input type="checkbox"/> ? Neonatal problems			<input type="checkbox"/> Focuses gaze <input type="checkbox"/> Responds to noise			<input type="checkbox"/> Smiles <input type="checkbox"/> Raises head 45° (lying on stomach)			<input type="checkbox"/> Laughs/squeals <input type="checkbox"/> Startles @ loud noises <input type="checkbox"/> Head steady <input type="checkbox"/> Grasps/reaches			<input type="checkbox"/> Babbles <input type="checkbox"/> Stops when called <input type="checkbox"/> Almost sits alone <input type="checkbox"/> Supports self on hands		
	Inquiry & observation of milestones:															
	PHYSICAL	<input type="checkbox"/> Skin (jaundice, dry) <input type="checkbox"/> Fontanelles <input type="checkbox"/> Eyes (red reflex) <input type="checkbox"/> Ears (drums) <input type="checkbox"/> Heart <input type="checkbox"/> Umbilicus <input type="checkbox"/> Femoral pulses <input type="checkbox"/> Hips <input type="checkbox"/> Testicles <input type="checkbox"/> Male urinary stream			<input type="checkbox"/> Cover/uncover test & inquiry* <input type="checkbox"/> Clap test & inquiry <input type="checkbox"/> Hips			<input type="checkbox"/> Fontanelles <input type="checkbox"/> Cover/uncover test & inquiry* <input type="checkbox"/> Clap test & inquiry <input type="checkbox"/> Heart <input type="checkbox"/> Hips			<input type="checkbox"/> Cover/uncover test & inquiry* <input type="checkbox"/> Clap test & inquiry <input type="checkbox"/> Babbling <input type="checkbox"/> Hips			<input type="checkbox"/> Fontanelles <input type="checkbox"/> Cover/uncover test & inquiry* <input type="checkbox"/> Clap test & inquiry <input type="checkbox"/> Hips		
	Further examination at examiner's discretion especially with symptoms or concerns.															
	PROBLEMS & PLANS	Within 7 days of life: <input type="checkbox"/> PKU, Thyroid <input type="checkbox"/> Blood gp. antibodies <input type="checkbox"/> Hgb-opathy Screen (if at risk)*												<input type="checkbox"/> Inquire about possible TB exposure*		
	IMMUNIZATION	If HBsAG-pos mother: <input type="checkbox"/> Hep B Vaccine* <input type="checkbox"/> Hep B Ig* ( ? given in hospital )			Give information: <input type="checkbox"/> Immunization <input type="checkbox"/> Acetaminophen If HBsAG-pos mother: <input type="checkbox"/> Hep. B vaccine*			<input type="checkbox"/> Act HIB <input type="checkbox"/> cPDTpolio			<input type="checkbox"/> Act HIB <input type="checkbox"/> cPDTpolio			<input type="checkbox"/> Act HIB <input type="checkbox"/> cPDTpolio If HBsAG-pos mother: <input type="checkbox"/> Hep. B vaccine*		
	Guidelines may vary by province.															
Signature																

Grade of evidence: (A) **Bold type – Good evidence:** (B) *Italic – Fair evidence* (C) Plain – Optional  
(\*) see Infant Health Maintenance: Selected Guidelines.

contains 10% post-consumer fibre 



# Rourke Baby Record: EVIDENCE BASED INFANT / CHILD HEALTH MAINTENANCE GUIDE II

NAME \_\_\_\_\_

DATE / AGE		9 mos			12 - 13 mos			18 mos		2 - 3 yrs		4 - 5 yrs	
GROWTH		Ht.	Wt.	Hd. Circ.	Ht.	Wt. (x 3 BW)	Hd. Circ. (av. 47 cm)	Ht.	Wt.	Ht.	Wt. (x 4 BW)	Ht.	Wt.
PARENTAL CONCERNS													
NUTRITION		<input type="checkbox"/> <b>Breast feeding*</b> <input type="checkbox"/> Formula feeding (Iron fortified) <input type="checkbox"/> No bottles in bed <input type="checkbox"/> Meats <input type="checkbox"/> No egg white; no citrus <input type="checkbox"/> Choking/safe food*			<input type="checkbox"/> <b>Fluoride (if needed)*</b> <input type="checkbox"/> Homo milk <input type="checkbox"/> Egg white & yolk, citrus <input type="checkbox"/> Appetite reduced			<input type="checkbox"/> No bottles in bed		<input type="checkbox"/> <b>Fluoride (if needed)*</b> <input type="checkbox"/> Homo or 2% milk <input type="checkbox"/> Canada's Food Guide		<input type="checkbox"/> <b>Fluoride (if needed)*</b> <input type="checkbox"/> 2% milk <input type="checkbox"/> Canada's Food Guide	
E D U C A T I O N & A D V I C E	Safety	<input type="checkbox"/> <b>Car seat (toddler)*</b> <input type="checkbox"/> <b>Poisons/ PCC #*</b> <input type="checkbox"/> <i>Stairs/walkers*</i> <input type="checkbox"/> <i>Bath Safety*</i> <input type="checkbox"/> <i>Electrical Plugs</i> <input type="checkbox"/> Choking/safe toys*			<input type="checkbox"/> <i>Smoke detectors*</i> <input type="checkbox"/> <i>Non-inflam. sleepwear*</i> <input type="checkbox"/> <i>Hot water &lt; 54° C*</i>					<input type="checkbox"/> <i>Bike helmets*</i> <input type="checkbox"/> Matches		<input type="checkbox"/> <i>Bike helmets*</i> <input type="checkbox"/> Matches <input type="checkbox"/> Water Safety*	
	Behaviour	<input type="checkbox"/> <b>Night crying*</b>						<input type="checkbox"/> Discipline					
	High risk	<input type="checkbox"/> <b>Assess day care need*</b> <input type="checkbox"/> <b>Assess home visit need*</b>								<input type="checkbox"/> <b>Assess day care &amp; preschool need*</b>			
	Other	<input type="checkbox"/> <b>Second hand smoke*</b>			<input type="checkbox"/> Teething*			<input type="checkbox"/> <b>Dental Care*</b> <input type="checkbox"/> Toilet training		<input type="checkbox"/> <b>Dental Care*</b> <input type="checkbox"/> Toilet training		<input type="checkbox"/> <b>Dental Care*</b>	
DEVELOPMENT		<input type="checkbox"/> <i>Non-specific "Dadamama"</i> <input type="checkbox"/> <i>Peek-a-boo</i> <input type="checkbox"/> <i>Stands - holding</i> <input type="checkbox"/> <i>Pulls to a stand</i> <input type="checkbox"/> <i>Gets to sitting position</i> <input type="checkbox"/> <i>Opposes thumb &amp; index</i>			<input type="checkbox"/> <i>First word</i> <input type="checkbox"/> <i>Stands for a moment</i> <input type="checkbox"/> <i>Walks with support</i>			<input type="checkbox"/> <i>10-20 words</i> <input type="checkbox"/> <i>Points &amp; asks</i> <input type="checkbox"/> <i>Follows commands</i> <input type="checkbox"/> <i>Walks backward</i> <input type="checkbox"/> <i>Uses spoon well</i> <input type="checkbox"/> <i>Piles 2-3 blocks</i>		<input type="checkbox"/> <i>50 words</i> <input type="checkbox"/> <i>2-word sentences</i> <input type="checkbox"/> <i>Walks up steps</i> <input type="checkbox"/> <i>Kicks/throw ball</i>		<input type="checkbox"/> <i>Complete sentences</i> <input type="checkbox"/> <i>Asks "Wh.." questions</i> <input type="checkbox"/> <i>Balances on 1 foot</i> <input type="checkbox"/> <i>Hops on 1 foot</i> <input type="checkbox"/> <i>Walks heel-to-toe</i>	
PHYSICAL					<input type="checkbox"/> <b>Cover/uncover test &amp; inquiry*</b> <input type="checkbox"/> <b>Clap test &amp; inquiry</b> <input type="checkbox"/> <b>Hips</b>			<input type="checkbox"/> <b>Cover/uncover test &amp; inquiry*</b> <input type="checkbox"/> <b>Clap test &amp; inquiry</b>		<input type="checkbox"/> <i>Visual acuity</i> <input type="checkbox"/> <i>Cover/uncover test*</i> <input type="checkbox"/> <i>Hearing inquiry</i>		<input type="checkbox"/> <i>Visual acuity</i> <input type="checkbox"/> <i>Cover/uncover test*</i> <input type="checkbox"/> <i>Hearing inquiry</i>	
PROBLEMS & PLANS		<input type="checkbox"/> <b>Anti-HBs &amp; HBsAg*</b> (If HBsAg pos mother) <input type="checkbox"/> <i>Hgb. (If at risk)*</i>			<input type="checkbox"/> <i>Hgb. (If at risk)*</i> <input type="checkbox"/> <i>Serum Pb. (If at risk)*</i>					<input type="checkbox"/> <i>Serum Pb (If at risk)*</i>			
IMMUNIZATION Guidelines may vary by province.		<input type="checkbox"/> TB skin test ? *			<input type="checkbox"/> <b>MMR</b>			<input type="checkbox"/> <b>Act HIB</b> <input type="checkbox"/> <b>cPDTpolio</b>				<input type="checkbox"/> <b>MMR</b> <input type="checkbox"/> <b>cPDTpolio</b>	
Signature													

Grade of evidence: (A) **Bold type** – Good evidence; (B) *Italic* – Fair evidence; (C) Plain – Optional  
(\*) see Infant Health Maintenance: Selected Guidelines.

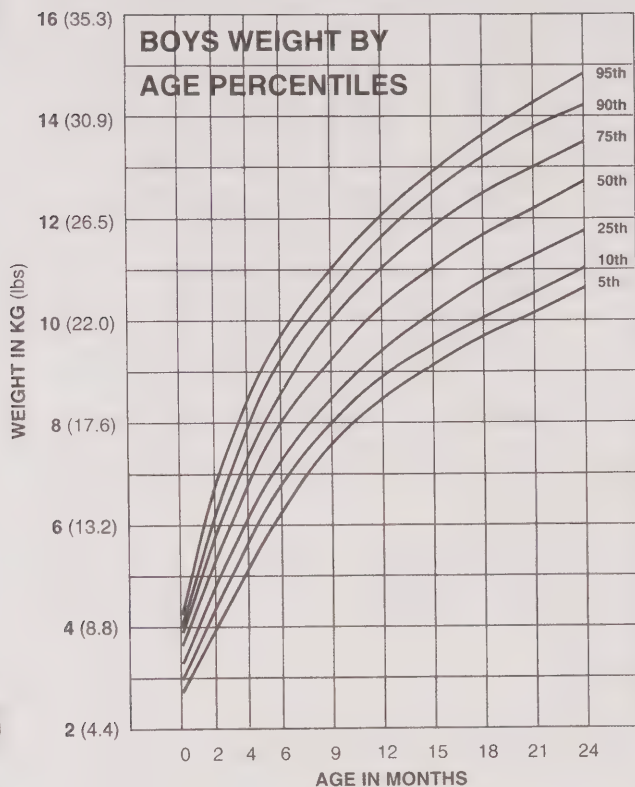
Further copies may be ordered from:  
McNeil Consumer Products Company, 890 Woodlawn Rd. W., Guelph, Ontario N1K 1A5 1-800-265-7323 Fax: 1-519-826-6205



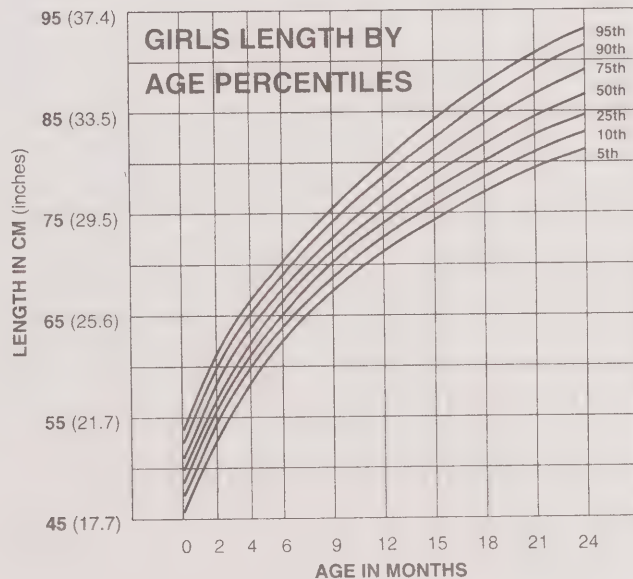
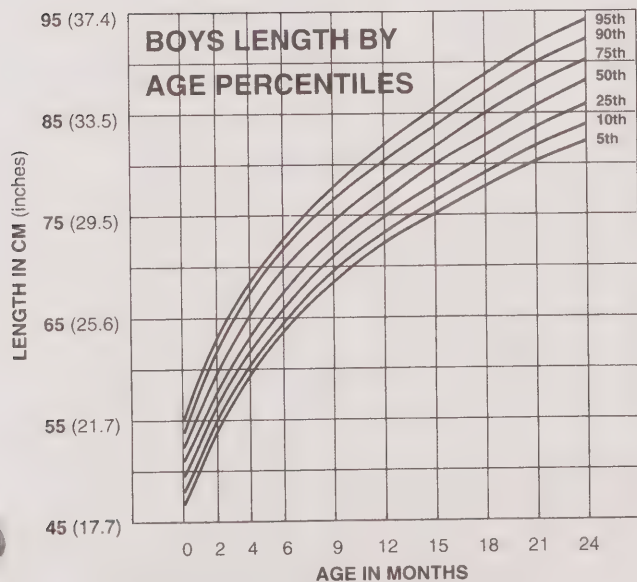
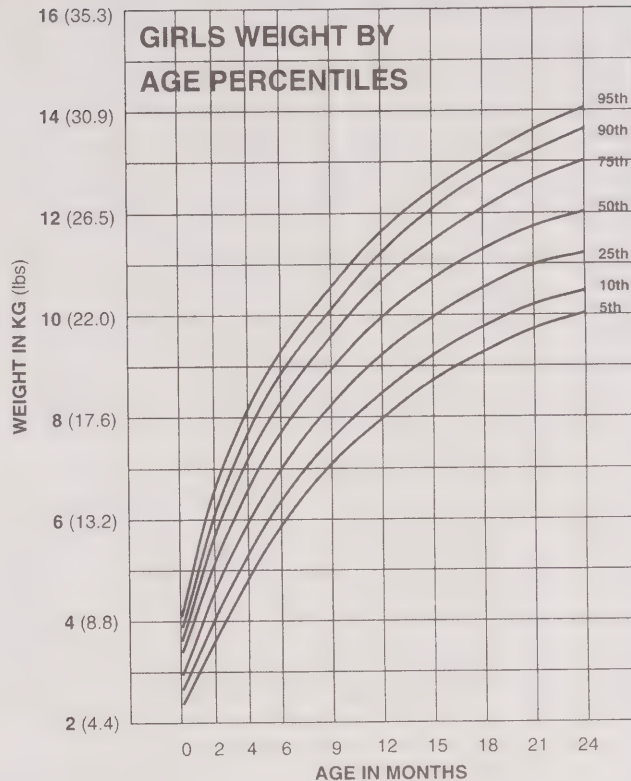


# ROURKE BABY RECORD – GROWTH MONITORING CHARTS

## BOYS: 0 - 24 MONTHS



## GIRLS: 0 - 24 MONTHS





## INFANT HEALTH MAINTENANCE: SELECTED GUIDELINES

### NUTRITION

- **Breastfeeding:**  
Breastfeeding reduces gastrointestinal and respiratory infections. Counselling (both ante- and post partum) increases breastfeeding and prolongs its duration. Early and frequent mother-infant contact, rooming in, and banning handouts of free infant formula increase breastfeeding rates. Routine vit. D supplementation is controversial.
- **Fluoride:**
  - > The Canadian Pediatric Society Nutrition Committee recommends the fluoridation of municipal water supplies as a safe, economical and effective means of preventing dental caries in all age groups.
  - > Fluoride supplements are recommended where ingestion from all sources is low.
  - > Sources include all home and child-care water sources and the reduction in fluoride by home water filtration devices.
  - > Dosage is based on age and fluoride in the water supply.
  - > Chewable tablets or lozenges are preferred.

THE CANADIAN PAEDIATRIC SOCIETY RECOMMENDATIONS FOR FLUORIDE SUPPLEMENTATION

AGE	DOSE SCHEDULE FOR DIETARY FLUORIDE SUPPLEMENTS (mg/day)		
	Fluoride concentration in principal drinking water source (ppm)		
	< 0.3	0.3 - 0.6	> 0.6
6 mths - 3 yrs	0.25	0	0
3 - 6 yrs	0.5	0.25	0
6 - 16 yrs	1.0	0.5	0

ref: Canadian Paediatric Society Statement - *Paediatric Child Health* vol. 2 Fall 1996

\*\*The Canadian Dental Association does not recommend starting fluoride supplements until 3 years of age.

### SAFETY

#### Accidents:

In Canada childhood injuries cause 4 times more deaths than does disease. Between the ages 1 - 24 months, 63% of deaths are from injuries.

The leading causes are:

1. motor vehicle accidents
2. drownings
3. burns
4. choking
5. falls

#### Preventive measures:

##### 1. Motor vehicle accidents:

###### • Car seats - infant/toddler:

Use infant (rear facing) car seat until baby weighs 20 lbs. (9 Kg). Ensure proper installation of toddler (forward-facing) car seat, using tether straps to secure car seat to the car frame. Do not place a car seat, or a child under 12 years of age, in a front passenger seat which has an airbag.

##### 2. Drownings:

###### • Bath safety:

Never leave a child younger than 3 years alone in the bath tub.

###### • Water safety:

Encourage swimming lessons, diving safety and boating safety to reduce the risk of drowning.

##### 3. Burns:

Installs **smoke detectors** in the home.

Use **non-inflammable sleepwear**.

Use hot water at a temperature < 54°C.

##### 4. Choking:

###### • Use safe toys and safe food

Assess home for hazards

e.g. Table for changing baby;

**do not use baby walkers** (used in 80-90% homes);

use **window and stair guards**;

wear **bike helmets**.

##### 6. • Poisons:

> have **Poison Control Centre Phone number** handy.

> **safety proof cupboards & drawers** containing medicines, cleaners & solvents.

> have **ipeccac** and be aware of its appropriate use.

### BEHAVIOUR

#### • Night crying:

Night crying will occur in 20% of infants and toddlers who do not require night feeding. Counselling around systematic ignoring and scheduled awakenings has been shown to reduce the prevalence of night crying.

#### • Resources:

The Canadian Task Force on the Periodic Health Examination, *The Canadian Guide to Clinical Preventive Care*, Minister of Supply and Services Canada, 1994.

Rourke L L, Rourke J T B, Well baby assessment revisited. 1994 Update of the Rourke Baby Record Flow Charts. *Canadian Family Physician* 1994;40:1796-1803.

Rourke J T B, Rourke L L, Well baby visits: Screening and health promotion. *Canadian Family Physician* 1985;31:997-1002.

### HIGH RISK INFANTS

#### • Day care:

Specialized day care or preschool is beneficial for children living in poverty (family income at or below Statistics Canada low income cut-off). These disadvantaged children are at an increased risk of mortality and morbidity, including physical, emotional, social and educational deficits.

#### • Home visits:

Regular home visiting has been shown to prevent physical abuse and neglect.

##### Risk factors for physical abuse:

- > low SES
- > young maternal age
- > single parent family
- > parental experiences of own physical abuse in childhood
- > spousal violence
- > lack of social support
- > unplanned pregnancy or negative parental attitude towards pregnancy

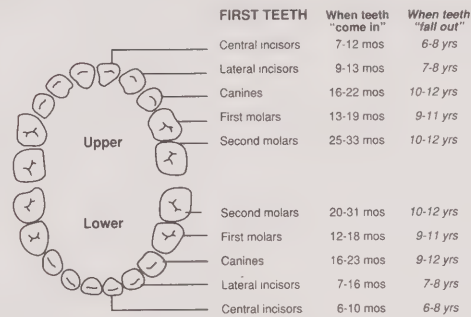
##### Risk factors for sexual abuse:

- > living in a family without a natural parent
- > growing up in a family with poor marital relations between parents
- > presence of a stepfather
- > poor child-parent relationships
- > unhappy family life.

### OTHER

#### • Dental Care:

Teeth brushing is recommended for children. Flossing should also be encouraged, to develop the habit. (Flossing is an 'A' recommendation for adults.)



#### • Second hand smoke exposure:

Second hand smoke contributes to childhood illnesses such as URTI, bronchitis, pneumonia, middle ear effusion, asthma, and SIDS.

#### • Sleep position & SIDS:

Healthy infants should be positioned on their backs, or on their sides for sleep. Counsel parents on the dangers of such contributory causes of SIDS as overheating and second hand smoke.

### PHYSICAL

#### • Cover/uncover test for strabismus:

With the child focusing on a light source, the light reflexes should be symmetrical. Each eye is then covered, in turn, for 2-3 seconds, and then quickly uncovered. The covered eye "wanders" and when uncovered moves inwards, or outwards to focus or "fix" on the light source.

### PROBLEMS & PLANS (SCREENING)

#### • Hemoglobin screening:

All infants, from high risk groups for iron deficiency anemia, require Hgb. determination between 6 - 12 mos. of age, e.g. Lower SES; Asian; First Nation children; low birth weight infants, and infants fed whole cow's milk during their first year of life.

#### • Hemoglobinopathy screening:

Screen all neonates from high risk groups: e.g. Asian, African, Mediterranean.

#### • Lead Screening is recommended for children:

- > who live, or regularly visit homes built before 1950, with peeling paint or recent renovation;
- > who have a sibling, housemate, or playmate exposed to lead;
- > who live with an adult who (from work or hobby) is exposed to lead;
- > who live near lead industries or busy highways.

### IMMUNIZATION:

#### • Hep B Ig & Immunization:

Neonates of HBsAg-pos mothers require Hep B Ig at birth and Hep B vaccine at birth, at 1 month, and 6 months of age. Anti-HBs and HBsAg should be done at 9-10 months of age.

#### • TB Skin testing:

TB skin testing should be done if the infant is living with anyone being investigated or treated for TB.



CYPRESS

LEMON

GERANIUM

ROSE

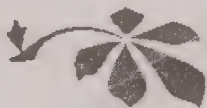
SAGE

FRANKINSENCE

MINT

# Aromatherapy

herbal medicine refined



A great many people are asking about Aromatherapy. What is it and how can it be applied?

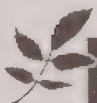
The various aromatic oils that are extracted from trees, fruits and flowers contain many healing properties. The Yonka-Ka skin care line we use in the salon was developed in the years following World War II. Lavender and Rosemary were used to treat infections before the use of antibiotics. We still use these precious oils today to purify, heal and regenerate the skin. They have been used for centuries for everything from wound and burn healing to purifying and decongesting.

The oils have profound physical benefits. A seductive feature of Aromatherapy is it's ability to work on our physical, mental and emotional selves. They enter the body and bloodstream almost immediately, healing and refreshing the system. Mentally people seem to really relax and let go whether they are simply bathing or enjoying a Body Massage in oil blends such as Rose, Geranium and Jasmine.

Interestingly, smell is our strongest key to memory—the scents go directly through the nose to the limbic system of the brain. Triggering relaxation and soothing the emotions.

A favorite of mine for very sore, tired feet is a few drops of peppermint oil in a warm footbath. But the real "Piece de Resistance" is a Full Body Lymphatic Drainage Massage! Special attention is paid to pressure points and lymph nodes for maximum benefit. The oils are custom blended to aid detoxification, relaxation, and regeneration.

FOR TREATMENTS OR MORE INFORMATION



Arbeitsvertrag

Melanie

esthete

372-3626

CLARY SAGE

MINT

CEDAR PINE

YLANG YLANG

TEA TREE

BEZGAMOT

CHAMOMILE

MELISSA

EALC ALYPUS

MASTOZAM

250

1845

070216

TABLE

TASMINÉ

OKANIGI:

LINE

OKESMAN

100-267119-1

Unabhängig

INDEX

1912





BATH INSTITUTION ESCORT BRIEFING

EMERGENCY TELEPHONE NUMBERS

BATH INSTITUTION: 351-8080      RECEIVING INSTITUTION:      HOTEL DIEU: 544-3310  
KINGSTON POLICE: 549-2111      OPP NAPANEE: 354-33690      KGH: 548-3232  
OPP KINGSTON: 384-2400      OTHER:

DESTINATION ESCORT:      DATE:

1. Authority has been received for the removal of the following inmate(s).  
NAME:      FPS:      NAME:      FPS:        
NAME:      FPS:      NAME:      FPS:

under, ( ) Court Order, ( ) Transfer Warrant, ( ) Temporary Absence in the form of: ( ) Security Escort, ( ) Resocialization Escort.

2. You are charged with and shall be responsible for the safe custody and discipline of this (these) inmate(s). You shall under NO circumstances allow inmate(s) in your custody out of your sight hearing or supervision.
3. During escort to outside court, the escorting officer(s) shall follow directions from the judge on application of re-straint equipment (appellant court -- no restraint equipment).
4. The escorting officer shall sit directly behind the driver during a security escort in vehicles not equipped with a security shield. This does not apply to driver escorts.
5. All security escorts shall require the application of handcuffs and leg irons. \*\* Firearms & other restraint equipment shall be issued only on instructions from the Warden or officer in charge.\*\*
6. The officer in charge of the escort shall be responsible for searching the vehicle and inmate(s) prior to leaving the institution and upon return. \*\*All medium security inmate(s) shall be strip searched.\*\*
7. Bathroom facilities required by inmates during an escort shall be checked thoroughly prior to use for possible escape routes and concealment of contraband.
8. The escorting officer shall ensure that he/she has a recent photograph of the inmate(s) and that he/she carries suitable identification (I.D. Card) bearing the inmate('s) photograph and other pertinent information as issued by CSC.
9. Every effort shall be made to ensure the safe custody of the inmate(s) under your responsibility and the protection of the public. Escorting officer shall inform the inmate(s) the expected standard of behaviour & sanctions that may be applied to the inmate(s) who exhibit unacceptable behaviour. (*Ranges from a warning to immediate termination of the escort and up to a request for assistance from the local law enforcement agencies*). **Escorting officer advised of action to be taken in event of escape or other emergency ( ).**
10. Additional instructions or special conditions required during an escort shall be stipulated by the Deputy Warden, CCO, or officer in charge in writing under other conditions. Notify officer in charge of institution or Duty CS upon return of the inmate(s).

I have read and received a copy of the above instructions and have been briefed on my responsibilities concerning this escort.

Escort Signature	Escort Signature
Signature of briefing Officer	Date

OTHER CONDITIONS:



CONTRACT FOR GROUP ACCOMMODATION / CATERING FACILITIES

PAGE 1

Date Blocked: February 10, 1999 Sales Person: Wendy Johnson GroupType: Pref. Corporate Group

STATUS: ☐ Proposal ☐ Tentative ☒ Definite ☐ Revised

Organization Name: \*\* ABC Company

Name of Event: Alpha reorganizition

Convenor/Contact: Mr. John Smith  
111 One Way Street  
Downtown, BC V0R 2R0

Telephone: (250) 754-1234

Fax: (250) 754-2345

Billing Address: Ms. Susan Jones  
2222 Two Way Street  
Uptown, BC V9Z 1Z1

Telephone: (250) 758-3456

Fax Line: (250) 758-4567

BEDROOM ACCOMMODATION:

July/August	July 31	August 1	August 2	August 3	August 4	
STANDARD ROOM	6	9	17	6	CHECK OUT	

TOTAL ROOM NIGHTS BOOKED: 37

GUESTROOM RATES:

ROOM TYPE:	SINGLE	DOUBLE	Room, tax & parking to be billed to a Master Account Individuals responsible for their own incidental charges at check-out.
Standard Guestroom	\$110	\$120	

CATERING REQUIREMENTS:

MONTH:	August		YEAR:		1999		
DAY / DATE	FUNCTION	TIME		ROOM	SET UP	NO OF PEOPLE	MEETING ROOM RENTAL
		FROM	TO				
Wednesday, August 1	Executive Meeting	9:30 AM	5:00 PM	Boardroom	310	6	*
Thursday, August 2	Regional Meeting	9:30 AM	5:00 PM	2 Sections of Ballroom	Banquet	60	*
Friday, August 3 3	Education Day	9:00 AM	5:00 PM	2 Sections of Ballroom Duncan Room	Banquet	70 70 40	*

\*MEETING ROOM RENTAL TO BE NEGOTIATED WITH THE CATERING DEPARTMENT

NOTE: PARKING - \$4.00 PER VEHICLE PER DAY.  
PARKING PASS IS VALID FOR 24 HOURS FROM TIME OF ISSUE (TO BE PLACED ON VEHICLE DASH).

Room Rates are net, NON-COMMISSIONABLE, net of all promotional items, quoted in Canadian Funds and subject to Provincial Room Tax of 8% and Federal Goods and Services Tax of 7%; and EXCLUSIVE OF ALL AIRLINE POINTS AND OTHER PROMOTIONS.

1. GUESTROOM RATES quoted are valid and extended for 3 days prior and 3 days following the dates of your function, after which time the Hotel's published room rates will be charged, subject to availability.

2. RESERVATION PROCEDURE:

Rooming List ☒ Reservation Card ☐ Individual ☐ \* Reservations/Rooming List to be received by: June 30, 1999

3. GUESTROOM BLOCK: The Hotel will review the entire room block with the contracted Group representative at 60 days prior to the group arrival. The Hotel reserves the right to reduce the total block, should the pick up be substantially below the original room block at the time of review. The Hotel reserves the right to review and renegotiate the room rates if pick-up is lower than 80% of the original block. The Hotel reserves the right to renegotiate each time the block decreases.

4. CONFIRMATION OF RESERVATIONS: Reservations must be confirmed by no later than 45 days prior to arrival date. Any reservations not confirmed at this time will be automatically released and may be resold by the Hotel. Any additional guestrooms will be provided on a space availability basis, at the regular published Hotel rates.

5. GUEST ROOM DEPOSITS: Reservations will not be considered guaranteed in accordance with this agreement until the Hotel has received from the individual guests, a non-refundable room deposit or credit card number for each individual room equal to the room rate plus applicable taxes for one night. Should the room not be guaranteed, the reservation will be released at 4:00 pm on the arrival date. If the room has been guaranteed and the Hotel is not advised of the cancellation prior to 4:00 pm on the day of arrival, the room will be charged to the individual/group.

6. CANCELLATIONS AND LIQUIDATED DAMAGES: Under the terms of this Agreement, the Hotel is reserving in the name of \*\*, for room requirements put forth herein. In the event these reserved facilities and services are not used, the Hotel will experience significant monetary losses which will be difficult to calculate due to the uncertainty and cost of obtaining replacement business. Therefore, should the Group cancel the Agreement after June 30, 1999 the Group agrees to pay the Hotel as liquidated damages a charge equivalent to the total value of one night's guest room accommodation reserved for the night of the highest occupancy scheduled by the Group.





CONTRACT FOR GROUP ACCOMMODATION/CATERING FACILITIES

PAGE 2

7. **DAMAGE TO HOTEL PREMISES:** It is agreed that each party shall be relieved of its obligations under this Agreement in the event and to the extent the performance is beyond its control, including without limitation, acts of God, acts or orders of Government authorities, or by fire, flood or explosion, sale of the Hotel, necessary and essential construction, arrest or secure under legal process, strike, lockout or work stoppage or other restraint or labour either partial or general, from whatever cause; but if and when the occurrence or conditions which delayed or prevented such performance shall cease and be removed, it shall be the obligation of the Hotel or the Group, as the case may be, without further delay to commence the correction of such performances or confirm the correction thereof.
8. **PAYMENT ARRANGEMENTS:** Full payment for all services must be received prior to the Groups departure from the Hotel, unless the group has made prior credit arrangements.
9. The Hotel reserves the right to renegotiate the Group Room Accommodation Contract and/or rates if the group's requirements changes significantly after authorized signature is obtained.
10. The entire Agreement is subject to additional Terms and Conditions and any riders that are applicable.
11. **MEETING AND BANQUET REQUIREMENTS:** The Hotel agrees to provide meeting and banquet space for the Group functions as described above. Private function rooms and contractual rental rates are assigned based on the number of guestrooms, number of private food and beverage functions within or outside of the Hotel and number of anticipated attendees at each function at the time the contract is written. The Hotel reserves the right to renegotiate the rates and/or change the assigned function room(s), in the event of one or more functions cancelling or in the event of a decrease in the number of attendees, at any particular function. A sliding scale room rental may be used depending on pick up of reserved guestrooms. The Hotel will review meeting room rental charges if only 90%, of blocked guestrooms are picked up.
12. Additional meeting room requirements above and beyond contracted meeting space are subject to availability at full meeting room rental.
13. "Hold All Function Space" applies to 8:00 AM - 5:00 PM only. Full program required one year in advance.
14. **Function Space** applies to Group identified on the contract. Any space required for satellite and/or third party functions is subject to full meeting room rental.
15. **CANCELLATION AND LIQUIDATED DAMAGES:** The Hotel reserves the right to levy a cancellation fee in the event of a customer cancelling the contract after acceptance by both parties. **All cancellations must be received in writing.**
16. **FOOD & BEVERAGE FUNCTIONS:** All food and beverage service to the Group within the Hotel premises must be provided by the Hotel in accordance with the Hotel's prevailing prices for such services.
17. **Minimum Guarantees are due by 12 Noon two (2) working days prior to the event.** Payment is due for the guaranteed number or number of attendees, whichever is greater. The Hotel will prepare and set for five percent (5%) above the guaranteed number.
18. **A Labour Charge** will be assessed for plate service meal functions of less than 20 people guaranteed.
19. Signage must be of a professional nature and is restricted to certain areas of the hotel. The use of nails, tacks, staples, tape or confetti is not permitted to be used in the function rooms.
20. The products and equipment are the responsibility of the exhibitor. The Hotel does not provide labour or equipment for moving large items in or out of the premises. Such services may be hired through an outside contractor. Smaller items may be moved upon pre-arrangement with the Banquet Manager, **labour charges will apply.** The Signatory is responsible for any damage to the premises by their guest(s) or independent contractors on their behalf during the time the premises are under their control.
21. Individual event details will be identified on separate Catering Function Contracts, at which time the Catering Function Contract will supersede this agreement.
22. This agreement is subject to additional terms and conditions and any riders that are applicable.

These dates are being reserved tentatively for your group until **February 28, 1999**, at which time we will require a signed copy of this agreement. If confirmation has not been received by this date, the Hotel reserves the right to release the space held in this contract, for resale.

The Group named above declares to engage the facilities and services of the Hotel and the Hotel agrees to furnish facilities and services as stated in this Agreement. When signed by a representative of both parties, this Agreement will constitute a definite contract between the Group and the Hotel.

SIGNED BY: The Coast Bastion Inn

Signature: \_\_\_\_\_

Name and  
Title: \_\_\_\_\_

Date: \_\_\_\_\_

WENDY JOHNSON  
SALES MANAGER

Signature: \_\_\_\_\_

Name and Title: \_\_\_\_\_

Date: \_\_\_\_\_





**DANGEROUS GOODS ACCEPTANCE CHECKLIST FOR GROUND SHIPMENT**

Write in boxes: Y-YES, N-NO, X-NOT APPLICABLE

**BILL OF LADING**

1. Does bill of lading indicate "Dangerous goods as per attached Shipper's Declaration" or "Marchandises dangereuses selon la déclaration de l'expéditeur"? ☐

**PACKAGE(S)**

1. Is the package in proper condition for carriage, i.e. free from damage? ☐
2. If hazard labels are required, are they affixed on the carton? ☐  
N.B. For dry ice (glace sèche) or carbon dioxide (dioxide de carbone) labels are not required.
3. Does each package bear the Proper Shipping Name? ☐
4. Does each package bear the Product Identification Number, preceded by the letters UN, NA? ☐
5. If liquid dangerous goods, has the "this way up" label been applied? ☐

**DOCUMENTS**

1. If required, is a copy of the Shipper's Declaration been affixed to each package containing dangerous goods? ☐
2. Have two (2) additional copies of the Shipper's Declaration been provided? ☐
3. Is the name and address of consignor and consignee provided? ☐
4. Does the Shipper's Declaration contain a description of the dangerous goods, in the following order:
- a) The Proper Shipping Name of the product? ☐
  - b) The primary classification? ☐
  - c) All subsidiary classification, if applicable? ☐
  - d) The Product Identification Number, preceded by UN, NA? ☐
  - e) The Packing Group, if applicable? ☐
5. In addition, is the following information provided:
- a) If Class 6.2 (Infectious Substances) is the "Summary of Emergency Response Plan" or "ERP" and the telephone number to activate the plan, included? ☐
  - b) Is the statement "If package damaged immediately telephone CANUTEC (613) 996-6666" included? (class 6.2 only) ☐
  - c) The number of packages and the total mass or volume of each type of dangerous goods? ☐
  - d) The 24 hours emergency telephone number? ☐
  - e) An identification of the type of placards (if required)? ☐
  - f) Is the name of the Initial Carrier included? ☐
6. If Class 1 (Explosive) does the label indicate 1.4S? ☐
7. Does the Shipper's Declaration bear the date? ☐
8. Has the Shipper's Declaration been signed or marked by the shipper? ☐

**RADIOACTIVE MATERIALS**

If shipment included Radioactive Materials (Class 7) does:

- a) Each package bear two (2) labels, one on each opposite side? ☐
- b) Are "content" and "activity" indicated on both labels? ☐
- c) If Category II or III is the Transport Index indicated on both labels? ☐
- d) The truck or trailer equipped with four (4) Class 7 Radioactive placards? ☐

If any of the above questions are answered "NO" contact the shipper, explain the discrepancy, and do not forward the shipment until shipper clarification/correction has been obtained.

**Under no circumstances shall the shipment be forwarded until all questions can be answered in the affirmative.**

Once the shipment is accepted for movement, this form and one of the two additional copies of the original Shipper's Declaration must be retained on file in the origin terminal for two (2) years.

CHECKED BY: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_  
(Please print)

DEPOT: \_\_\_\_\_ SHIPPER: \_\_\_\_\_

BILL OF LADING #: \_\_\_\_\_ DATE: \_\_\_\_\_







TS 2105 (R1998-10)

THE CITY OF CALGARY  
TRANSPORTATION DEPARTMENTCALGARY TRANSIT  
OCCURRENCE REPORT

REFERENCE NO.

CCP CASE NO.

THIS REPORT FILED BY ☐ OPERATOR ☐ MAINTENANCE ☐ SUPERVISOR

THIS REPORT IS CONFIDENTIAL AND IS FOR THE USE OF THE CITY SOLICITOR TO SECURE HIS ADVICE CONCERNING ANTICIPATED LITIGATION AGAINST THE CITY OF CALGARY AND/OR ITS EMPLOYEES FOLLOWING AN ACCIDENT.

- ☐
- COLLISION
- 
- ☐
- PASSENGER INJURY
- 
- ☐
- PEDESTRIAN INJURY

OTHER

INVESTIGATED BY

- ☐
- CITY POLICE
- 
- ☐
- TRANSIT SAFETY

☐ INSPECTOR

REPORTED YYYY MM DD

OCCURRED YYYY MM DD

OFFICE  
ONLY

SERIAL NO.

BUS LICENSE NO. MAKE YEAR

CAREFULLY CIRCLE THE EXACT LOCATION  
OF DAMAGE TO THE C.T. VEHICLE

OPERATOR'S SURNAME		INITIALS		ADDRESS	
BADGE NO	PAYROLL NO	RESIDENCE PHONE NO		BIRTH DATE	YYYY MM DD
YEARS OF DRIVING		DRIVER'S LICENSE NO		CLASS	

C.T. VEHICLE	ROUTE NO	KEY NO	BUS NO./OR	CAR NUMBERS COMMAND	MIDDLE	REAR	EXACT TIME HRS.	APPROX. NO. OF PASS.
	<input type="checkbox"/> STATIONARY	DISTANCE FROM OBJ. WHEN FIRST SEEN		OUR VEHICLE DIRECTION OF TRAVEL	SPEED	SPEED AT IMPACT	OTHER VEHICLE: DIRECTION OF TRAVEL	SPEED
	<input type="checkbox"/> MOVING				km/h	km/h		km/h
	LOCATION OF ACCIDENT							SIGNAL NO

WEATHER	<input type="checkbox"/> CLEAR	<input type="checkbox"/> CLOUDY	<input type="checkbox"/> FOG	<input type="checkbox"/> LIGHT RAIN	<input type="checkbox"/> LIGHT SNOW	<input type="checkbox"/> FREEZING SLEET	LIGHT CONDITIONS		
	<input type="checkbox"/> HEAVY RAIN	<input type="checkbox"/> HEAVY SNOW	<input type="checkbox"/> THAWING SLEET	<input type="checkbox"/> DAYLIGHT	<input type="checkbox"/> DAWN	<input type="checkbox"/> GLARE	<input type="checkbox"/> VISOR UP	<input type="checkbox"/> VISOR DOWN	
	<input type="checkbox"/> DRY	<input type="checkbox"/> MUDDY	<input type="checkbox"/> ICE	<input type="checkbox"/> LEAVES	<input type="checkbox"/> DUSK	<input type="checkbox"/> DARK	<input type="checkbox"/> NO GLARE	<input type="checkbox"/> FLAGGING	
	<input type="checkbox"/> WET	<input type="checkbox"/> SNOWY	<input type="checkbox"/> FROST	<input type="checkbox"/> GREASY	<input type="checkbox"/> OUR VEHICLE	<input type="checkbox"/> OTHER VEHICLE	<input type="checkbox"/> HORN/BELL SOUNDED	<input type="checkbox"/> MECHANICAL SIGNAL	

PERSONAL INJURY	<input type="checkbox"/> PASSENGER INJURY		<input type="checkbox"/> PEDESTRIAN INJURY				
	NAME		ADDRESS				
PASSENGER INJURY		STEP CONDITION		ICE		FOOTWEAR - DESCRIBE	
<input type="checkbox"/> AT DOORS <input type="checkbox"/> ON BOARD		<input type="checkbox"/> GOOD <input type="checkbox"/> DEFECTIVE		<input type="checkbox"/> DRY <input type="checkbox"/> SLUSH <input type="checkbox"/> WET <input type="checkbox"/> SNOW			
PEDESTRIAN INJURY		FROM		RIGHT		LEFT	
<input type="checkbox"/> WALKING <input type="checkbox"/> RUNNING <input type="checkbox"/> STANDING		<input type="checkbox"/> CROSSWALK		<input type="checkbox"/> RIGHT <input type="checkbox"/> LEFT		<input type="checkbox"/> OBSTRUCTED VIEW	

OTHER VEHICLE	DRIVER'S NAME		ADDRESS		PHONE NO	
	OWNER'S NAME		ADDRESS		PHONE NO	
	INSURING COMPANY		AGENT		POLICY NO.	
	YEAR		MAKE		EXPIRY DATE YYYY MM DD	
	BODY STYLE		COLOUR		LICENSE NO.	
	V.I.N. NO.		DAMAGE			

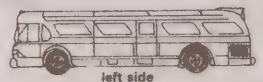
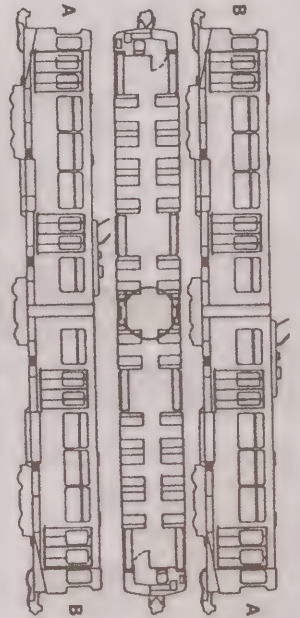
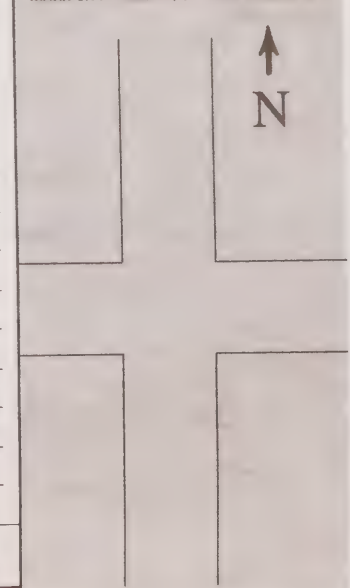
PROPERTY DAMAGE	DESCRIBE PROPERTY			
	LOCATION OR ADDRESS OF PROPERTY		DESCRIBE DAMAGE TO PROPERTY	
	OWNER'S NAME		RES. PHONE NO.	
	OWNER'S ADDRESS		BUS. PHONE NO.	

WITNESSES	NAME	ADDRESS	PHONE NO.

GIVE FULL AND DETAILED STATEMENT - DEAL WITH FACTS ONLY

ATTACH ADDITIONAL SHEETS IF NECESSARY		SIGNATURE
---------------------------------------	--	-----------

DISTRIBUTION: WHITE - CLAIMS CANARY - OFFICE

SHOW VEHICLE POSITIONS AT POINT OF IMPACT  
MARK CITY VEHICLE (1) OTHER VEHICLE (2)







TS 2105(R91-10)

THE CITY OF CALGARY  
TRANSPORTATION DEPARTMENTCALGARY TRANSIT  
OCCURRENCE REPORT

REFERENCE NO.

CCP CASE NO.

THIS REPORT FILED BY ☒ OPERATOR ☐ MAINTENANCE ☐ SUPERVISORTHIS REPORT IS CONFIDENTIAL AND IS FOR THE USE OF THE CITY SOLICITOR TO SECURE HIS ADVICE CONCERNING  
ANTICIPATED LITIGATION AGAINST THE CITY OF CALGARY AND/OR ITS EMPLOYEES FOLLOWING AN ACCIDENT.☐ COLLISION  
☒ PASSENGER INJURY  
☐ PEDESTRIAN INJURY

OTHER

INVESTIGATED BY

☐ CITY POLICE  
☐ TRANSIT SAFETY☐ INSPECTOR

REPORTED

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

YY

MM

DD

OFFICE  
ONLY

SERIAL NO.

BUS LICENSE NO.

MAKE

YEAR

CAREFULLY CIRCLE THE EXACT LOCATION  
OF DAMAGE TO THE C.T. VEHICLEOPERATOR'S SURNAMES INITIALS ADDRESS  
BIRTH DATE YY MM DD YEARS OF DRIVING TOBACCO'S LICENSE NO. (LARS)C.T. VEHICLE ROUTE NO. KEY NO. BUS NO. OR CAR NUMBERS COMMAND MODEL REAR EXACT TIME APPROX NO. OF PASS  
STATIONARY MOVING DISTANCE FROM OBJ WHEN FIRST SEEN OUR VEHICLE DIRECTION OF TRAVEL SPEED SPEED AT IMPACT OTHER VEHICLE DIRECTION OF TRAVEL SPEED SIGNAL NO.WEATHER CLEAR CLOUDY FOG LIGHT RAIN HEAVY RAIN FREEZING SLEET SNOW THAWING SLEET LIGHT CONDITIONS DAYLIGHT DAWN GLARE VISOR UP DUSK DARK NO GLARE VISOR DOWN  
PAV AND OR ROAD SURFACE CONDITION DRY MOISTY ICE LEAVES OUR VEHICLE LIGHTS OTHER VEHICLE WARNING GIVEN HORN/BELL SOUNDED MECHANICAL SIGNAL FLAGGING STOP LIGHTSPERSONAL INJURY PASSENGER INJURY PEDESTRIAN INJURY NAME ADDRESS PHONE NO.  
WORKS AT COLPER LADY NOT TO STEADY ON FEET  
PASSENGER INJURY AT DOORS ON BOARD STEP CONDITION GOOD DEFECTIVE DRY WET ICE SLUSH SNOW FOOTWEAR - DESCRIBE  
PEDESTRIAN INJURY WALKING RUNNING STANDING FROM CROSSWALK RIGHT LEFT OBSTRUCTED VIEWOTHER VEHICLE DRIVER'S NAME ADDRESS PHONE NO.  
OWNER'S NAME ADDRESS PHONE NO.  
INSURING COMPANY AGENT POLICY NO. EXPIRY DATE YY MM DD  
YEAR MAKE BODY STYLE COLOUR LICENSE NO. VIN NO.  
DAMAGEPROPERTY DAMAGE DESCRIBE PROPERTY LOCATION OR ADDRESS OF PROPERTY DESCRIBE DAMAGE TO PROPERTY  
OWNER'S NAME RES. PHONE NO. BUS PHONE NO.  
OWNER'S ADDRESS ESTIMATED REPAIR COST

WITNESSES NAME ADDRESS PHONE NO.

GIVE FULL AND DETAILED STATEMENT - DEAL WITH FACTS ONLY

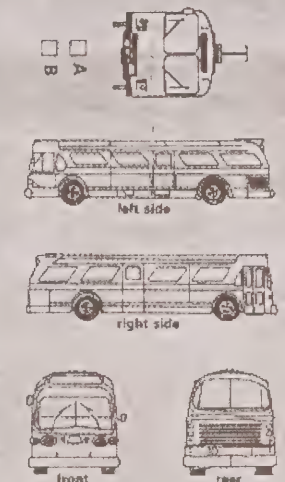
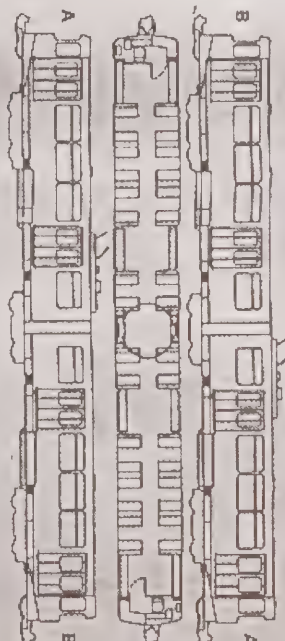
9-43-7557 V.P. # 10:13

Stopped at McEwen Hall to drop off elderly passenger the stop was full as usual.  
Parked as good as I could with front step over the sidewalk. The sidewalk was clear but was not paved on partial and very icy (black).  
The lady had warm shoes and when she stepped off until the sidewalk she fell down.  
I assisted the lady back and made her comfortable and obtained the needed information (personal). Asked her if she need medical attention she said no.  
Called in to control.

SIGNATURE

ATTACH ADDITIONAL SHEETS IF NECESSARY

DISTRIBUTIONS: WHITE COPY - CLAIMS CANARY COPY - OFFICE

SHOW VEHICLE POSITIONS AT POINT OF IMPACT  
MARK CITY VEHICLE (1) OTHER VEHICLE (2)



## Appendix C

### Guidelines for Collecting Authentic Workplace Materials

This collection can be the starting point for your use of workplace materials as an aide in curriculum development and lesson planning. The analysis of the materials and the user tips may suggest ways to integrate real workplace materials into your activities with learners, thus creating a strong link with the world of work.

No matter how useful you find this collection, you may wish to extend the scope into your own community, using materials that have a significance for your learners. Here are some suggestions to guide your own collection of authentic workplace materials. Good luck in your collecting!

1. Choose workplaces that are known to your learners such as local industries and retail establishments where some of your learners or their family members may be employed. This will build a real sense of connection that learners will identify with.
2. Make sure to gain access to workplaces from which you wish to gather materials through appropriate contact points, such as human resources departments, management offices and union representatives. Failure to follow this protocol may result in conflict. Always remember you are a guest at the workplace and that access is a privilege, not a right.
3. Explain clearly your purpose for wanting to obtain materials used in the workplace. Make sure the materials you collect are not confidential and that the permission to use and photocopy them is granted by the person who is the copyright holder of the material. It is best to get written permission to use the materials so that you do not encounter problems later.
4. Make sure that materials collected cover a wide range of essential skill dimensions, such as reading text, document use and writing so that you can use them in a variety of ways.
5. Explore how workers actually use the materials collected. Keep in mind that the complexity of materials arises not only from factors within the materials themselves (e.g., length, vocabulary) but also from the use that workers make of the materials.
6. You may wish to take a tour of the workplace when you go to gather materials. If you take a tour, make sure it is authorized and that you observe safety rules and other regulations that are in place. Some workplaces may require the wearing of hard hats or hairnets and appropriate footwear. Some workplaces will prohibit the

wearing of jewellery, since it could fall into machinery or product batches.

7. Collect only the amount of material that you want to use. Many workplaces are pleased to give out several pages of a manual but may be reluctant to give you the whole manual. Decide what sections you wish to use and get permission for them specifically.
8. Always credit the workplace from which you received the materials. Since you will be using local resources, make sure to use the materials sensitively, building on their positive aspects. If you do criticise materials, make sure to do it constructively.



## Appendix D

### National Occupational Classification (NOC) Coding System

Detailed information on the NOC is available on the HRDC Web site (<http://www.hrdc-drhc.gc.ca/noc>). Career counsellors will be particularly interested in the National Occupational Classification and Career Handbook Internet System.

The NOC is a world-class classification system used to compile, analyze and communicate information about occupations in the Canadian labour market. It includes approximately 25,000 titles coded into 522 occupational groups by skill level and skill type.

#### Skill Level

- Skill level refers to the amount and type of education and training required to enter and perform the duties of an occupation. There are four categories:
  - Skill Level A (Professional Occupations): university degree.
  - Skill Level B (Technical, Paraprofessional and Skilled Occupations): two to three years of post-secondary education; or two to four years of apprenticeship training; or three to four years of secondary school and more than two years of on-the-job training, training courses or specific work experience.
  - Skill Level C (Intermediate Occupations): one to four years of secondary school education, up to two years of on-the-job training, training courses or specific work experience.
  - Skill Level D (Labouring and Elemental Occupations): up to two years of secondary school and short work demonstration or on-the-job training.

The materials in this collection come mainly from occupations in skill levels C or D with a few coming from skill level B.

#### Skill Type

- Skill type refers to the type of work performed and considers the industry of employment. There are 10 broad categories:
  - Management Occupations (not assigned a skill level category because factors other than education and training are often more significant determinants for employment).

- Business, Finance and Administration Occupations.
- Natural and Applied Sciences and Related Occupations.
- Health Occupations.
- Occupations in Social Science, Education, Government Service and Religion.
- Occupations in Art, Culture, Recreation and Sport.
- Sales and Service Occupations.
- Trades, Transport and Equipment Operators and Related Occupations.
- Occupations Unique to Primary Industry.
- Occupations Unique to Processing, Manufacturing and Utilities.

The collection mainly includes materials from the following skill types: Business, Finance and Administrative Occupations; Health Occupations; Sales and Service Occupations; Trades, Transport and Equipment Operators and Related Occupations; Occupations Unique to Primary Industry; Occupations Unique to Processing, Manufacturing and Utilities.

As the diagram below illustrates, the NOC coding system is based on a three-tiered hierarchical arrangement of occupational groups. Each major group, minor group and unit group has its own code. A two-digit code is assigned at the major group level. A third digit is added at the minor group level and a fourth at the unit group level. The occupational information provided for each sample authentic workplace material is at the unit group level, referencing a four-digit NOC code, the title of the occupational group and the specific job title.



*Structure of the NOC*

Let's work through the NOC coding system using a familiar example: NOC 4141.

Major group 4 1: Professional Occupations in Social Science, Education, Government Services and Religion.

Minor group 4 1 4: Secondary and Elementary School Teachers and Counsellors.

Unit group 4 1 4 1: Secondary School Teachers.

The title of the occupational group at the unit group level is Secondary School Teachers. Examples of specific job titles classified in this group include: Adult Education Teacher, Secondary School; Librarian, High School; Supply Teacher, High School; and French as a Second Language Teacher, High School.

The occupational information provided for each authentic workplace material in the collection notes the four-digit NOC code, the title of the occupational group and the specific job title (e.g., NOC 4141, Secondary School Teachers; job title: History Teacher, Secondary School).

The first two digits of each code convey information about the group's skill type and skill level category. The first digit of each code identifies skill type; the second identifies skill level.

When the first digit of the NOC code is	... the skill type category is
1	Business, Finance and Administration Occupations
2	Natural and Applied Sciences and Related Occupations
3	Health Occupations
4	Occupations in Social Science, Education, Government Service and Religion
5	Occupations in Art, Culture, Recreation and Sport
6	Sales and Service Occupations
7	Trades, Transport and Equipment Operators and Related Occupations
8	Occupations Unique to Primary Industry
9	Occupations Unique to Processing, Manufacturing and Utilities

When the second digit of the NOC code is	... the skill type category is
1	Skill Level A (Professional Occupations)
2 or 3	Skill Level B (Technical, Paraprofessional and Skilled Occupations)
4 or 5	Skill Level C (Intermediate Occupations)
6	Skill Level D (Labouring and Elemental Occupations)

Going back to our example of NOC 4141 ...

The first digit is 4, so the skill type category is Occupations in Social Science, Education, Government Service and Religion. The second digit is 1, so the skill level category is skill level A, meaning that the entry-level requirement for the occupation is a university degree.

## Appendix E

### The Relationship Between NOC Skill Level and Essential Skill Complexity

Is it possible that an occupation at NOC Skill Level A requires a less complex level of one or more essential skills than an occupation at a lower NOC skill level?

Yes. Those outside the world of work sometimes have difficulty understanding how this is possible. There is a tendency to fall into a hierarchical mind set when thinking about skills requirements — higher-level jobs don't necessarily require higher-level skill in all essential skills dimensions. Many people are surprised at the complexity of the essential skills required by some occupations at NOC Skill Levels C and D.

For example, a Mobile Crane Operator requires more complex document use and measurement and calculation math skills than does a Kindergarten Teacher, even though the entry-level requirement for the occupation of Kindergarten Teacher is a university degree (i.e., NOC Skill Level Category A), and a Mobile Crane Operator may enter the occupation with a secondary school diploma and a period of apprenticeship (i.e., NOC Skill Level Category B). The value of the Essential Skills Profiles and the related authentic workplace materials is that they consider the complexity level of each essential skill independently.

Another example is from HRDC's work in the area of occupational standards. Recent research shows that the occupation of Human Resources Manager requires less computer use skill than does the occupation of Human Resources Clerk, even though the manager requires comparatively more education and training to enter the occupation than the clerk.

Research on the specific essential skills required on the job is recent and reliable. A critical base of information has generated enough interest in the academic and workplace education communities to develop supplementary essential skills products and services.



## Appendix F

### Observations on Workplace Learning

Workplace learning refers to the process of acquiring or enhancing competencies — skills, knowledge, qualifications or capacity — required by various occupations. The following observations will help educators and trainers step into the world of workplace learning.

- The complexity level of workplace tasks is determined both by characteristics of the material used and by how job incumbents/workers use the material. For example, scanning the minutes of a safety meeting to identify the date of the next meeting is less complex than reading the minutes to assess how safety practices may be improved in the shop.
- Learning to read and reading to learn are concepts tied to an academic framework. A great deal of workplace reading involves “reading to do” with the reader taking various actions and assuming risks associated with possible error.
- Workplace reading is often centred on materials not generally seen in school settings, such as acts and regulations, schematics and entry forms. These materials may involve a combination of text and document reading (i.e., using information displays in which words, numbers, icons and other visual characteristics are given meaning by their spatial arrangement).
- As in the academic world, each essential skill (e.g., numeracy, finding information) ranges over a continuum, with different levels of proficiency. These skills vary somewhat independently. For example, an occupation may require the use of complex problem-solving skills, yet demand only a low level of complexity in writing skills.
- Many workplace materials are of poor quality. All too often there is ample room to improve layout, readability, translation and the appropriateness of the complexity level. In recent years, there has been a growing awareness of the principles of clear language, and efforts have been made to improve the quality of workplace documents. You will notice that not all materials in the collection are perfect. Many workplace materials have been photocopied over and over, and while they may be difficult to read, they are fulfilling their intended role.
- Many workers may be held personally liable for accidents. This reality has put new emphasis on the reading text and document use skills used in following procedures, as well as the writing skills required to accurately prepare accident reports and maintain records such as log books, which may be used in legal proceedings.

- Management styles and approaches influence the organization of work, the worker's responsibilities, and the essential skills required to perform a specific job in a particular workplace. For example, continuous improvement/total quality management practices typically require a workforce with enhanced levels of essential skills. An engineer working in such a setting may require more complex skills in oral communication and working with others (i.e., teamwork) to participate in quality improvement meetings than an engineer in a more traditional environment.
- Literacy skills acquired during childhood may not endure throughout adulthood. Like muscles, literacy skills strengthen with regular use and weaken with lack of use. That is one of the many reasons that a growing number of employers do not consider grade level attainment a guarantee that candidates possess the essential skills required for various jobs.
- The potential for workplace learning outside the workplace (e.g., public schools and adult learning centres) has not yet been fully realized. Many employers believe that formal credentials do not always reflect an individual's ability. Their conclusions are based on experience in recruiting or hiring young people entering the workforce directly from school.

## Appendix G

### Reading Text Complexity Rating Scale

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>- read relatively short texts to locate a single piece of information</li> <li>- follow simple written directions</li> </ul>	<ul style="list-style-type: none"> <li>- read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information</li> <li>- make low level inferences</li> </ul>	<ul style="list-style-type: none"> <li>- choose and integrate information from various sources or from several parts of a single text.</li> <li>- make low-level inferences from multiple sources.</li> <li>- identify relevant and irrelevant information</li> </ul>	<ul style="list-style-type: none"> <li>- integrate and synthesize information from multiple sources or from complex and lengthy texts</li> <li>- make complex inferences and use general background knowledge</li> <li>- evaluate quality of text</li> </ul>	<ul style="list-style-type: none"> <li>- interpret dense and complex texts</li> <li>- make high-level inferences and use specialized knowledge</li> </ul>

#### Illustrative Examples

Here are some examples of the various levels of the **Reading Text** complexity rating scale. You may find these examples helpful as you look at the ratings given to the authentic materials provided in this Collection.

##### Level 1

*Electrologists* read directions on bottles of sterilant.

*Bus drivers* read notices from management posted on the bulletin board.

##### Level 2

*Security guards* read security incident reports left by the preceding shift.

*Hide and pelt processing workers* read sheets from suppliers to get information on new dyes for leather finishing.

##### Level 3

*Police dispatchers* read computerized incident reports and relate them to memos and directives from other law enforcement agencies.

*Tour directors* read books, journals and articles to get information about local flora and fauna, history and geology for tour commentary.

#### Level 4

*Track maintainers* read various sections and subsections of the “Equipment Inspection Processes” regulations to determine repair situations in which crews must stop trains.

*Bylaw enforcement officers* read legal opinions from lawyers concerning cases where the legality of bylaws has been queried.

#### Level 5

*Materials testing managers* read specifications, approximately 25 pages in length, for rarely used testing procedures. They interpret the application of the standard to specific cases, making high-level inferences as to how the information applies to specific cases.

*Small business owner/operators* read and interpret legal documents relating to ongoing business management such as incorporation, insurance and building leases.

## Appendix H

### Document Use Complexity Rating Scale

#### Dimension: Complexity of the Document(s)

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>- Document is very simple. Brief text combined with uncomplicated structure (e.g., simple signs, labels, lists).</li> <li>- One document and one document type.</li> </ul>	<ul style="list-style-type: none"> <li>- Document is simple. Multiple pieces of information (e.g., simple tables – i.e., small amount of information, no subparts).</li> <li>- One document or multiple documents of the same type.</li> </ul>	<ul style="list-style-type: none"> <li>- Document is somewhat complex. Multiple pieces of information organized in sections with subheadings or subparts (e.g., complex tables).</li> <li style="text-align: center;"><b>Or</b></li> <li>- May be multiple simple documents which may include more than one document type (e.g., pie chart and bar graph).</li> <li>- May be specialized <i>document types</i> (i.e., familiarity with the document type is required for interpretation – e.g., Pareto charts, isometric drawings, Gantt charts).</li> </ul>	<ul style="list-style-type: none"> <li>- Document is complex. Multiple pieces of information organized in multiple sections with one additional component, such as colour coding, scale, perspective and symbols (e.g., complex paint charts, floor plans).</li> <li style="text-align: center;"><b>Or</b></li> <li>- Multiple documents and multiple types.</li> <li>- Specialized <i>document types</i> (i.e., familiarity with the document type is required for interpretation – e.g., Pareto charts, isometric drawings, Gantt charts).</li> </ul>	<ul style="list-style-type: none"> <li>- Document is complex. Multiple pieces of information organized in multiple sections with two or more additional components, such as colour coding, scale, perspective and symbols (e.g., intricate aerial maps, isometric drawings).</li> <li style="text-align: center;"><b>Or</b></li> <li>- Multiple documents and multiple types.</li> <li>- Specialized <i>document types</i> (i.e., familiarity with the document type is required for interpretation – e.g., Pareto charts, isometric drawings, Gantt charts).</li> </ul>



Dimension: Complexity of Finding/ Entering Information
--

Level 1	Level 2	Level 3	Level 4	Level 5
<b>Information Search</b> -Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. <b>Information Entry</b> -Entering few pieces of information. <b>Thinking Process</b> -Minimal inference is required. Information found or entered in the document is a literal match (i.e., identical) to the information required. -Information needed is immediate and obvious.	<b>Information Search</b> - Locating one or more pieces of information using: · one or two search criteria (e.g., using menu headings to find vegetarian choices); <b>Or</b> · consecutive searches with the same one or two search criteria (e.g., using a phone list to find phone numbers for several people). <b>Information Entry</b> - Entering several pieces of information. <b>Thinking Process</b> -A low level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e., obviously related) to the information required. - Information needed is fairly evident.	<b>Information Search</b> - Locating one or more pieces of information using: · <i>multiple search criteria, Or</i> · <i>the results of one search in a subsequent search (e.g., finding the chemical composition of paint from its label and then using that information to search Material Safety Data Sheets).</i> <b>Information Entry</b> -Entering multiple pieces of information. <b>Thinking Process</b> -A moderate degree of inference is required. The match between the information found or entered in the document(s) and the information required may be ambiguous.	<b>Information Search</b> -Locating multiple pieces of information using: · <i>multiple search criteria which may have to be developed by the user, Or</i> · <i>the results of one search in a subsequent search.</i> <b>Information Entry</b> -Entering multiple pieces of information. <b>Thinking Process</b> -Considerable inference may be required. Match between the information found or entered in the document(s) and the information required is ambiguous. One or more distractors may hinder the process of finding and/or entering the correct information. -The information needed may be mentally restructured into categories devised by the user.	<b>Information Search</b> -Locating multiple pieces of information using: · <i>multiple search criteria which may have to be developed by the user; Or</i> · <i>the results of one search in a subsequent search, possibly based on criteria developed by the user.</i> <b>Information Entry</b> -Entering multiple pieces of information. <b>Thinking Process</b> -A high level of inference is required. The match between the information found or entered in the document(s) and the information required is ambiguous. Multiple distractors may hinder the process of finding and/or entering the correct information. -The information needed is mentally restructured into categories devised by the user.

### Dimension: Complexity of Information Use

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>-No knowledge of the content (i.e., substance) of the document is required to use the information.</li> <li>-No analysis required.</li> <li>· Information is used in the form it is found.</li> <li>· Information is entered in the form it is found.</li> </ul>	<ul style="list-style-type: none"> <li>-Limited knowledge of the content (i.e., substance) of the document may be required to use the information.</li> <li>-Limited analysis required.</li> <li>· Information found in the document(s) may be rearranged to make simple comparisons (e.g., preparing a list of the top ten sales representatives each month to compare performance).</li> <li>· Information available may be rearranged for entry onto the document (e.g., rearrange alphabetically listed contacts into a listing by province).</li> </ul>	<ul style="list-style-type: none"> <li>-Some knowledge of the content (i.e., substance) of the document is required to use the information.</li> <li>-Some analysis required involving selection and integration of information.</li> <li>· Information found in the document(s) must be integrated (e.g., integrate information from two diagrams in a repair manual to troubleshoot the problem).</li> <li>· Information must be combined for entry onto the document (e.g., completing a monthly quality control form by integrating information from several production lines).</li> </ul>	<ul style="list-style-type: none"> <li>-Specialized knowledge of the content (i.e., substance) of the document may be required.</li> <li>-Multiple pieces of information from multiple sources are synthesized. The quality of information may be evaluated for accuracy and omissions.</li> <li>· Information found in the document(s) is synthesized and possibly evaluated (e.g., weather forecasting using data synthesized from many sources and evaluated as to its accuracy).</li> <li>· Information must be synthesized for entry onto the document (e.g., preparing tax returns using data from many sources).</li> </ul>	<ul style="list-style-type: none"> <li>-Specialized knowledge of the content (i.e., substance) of the document is required.</li> <li>-Information is evaluated to make judgments of quality based on criteria and/or to draw conclusions (e.g., critique research data to note methodological flaws).</li> </ul>

## Illustrative Examples

Here are some examples of the various levels of the Document Use complexity rating scale.

### Level 1

*Bylaw enforcement officers* read lists of subpoenas and Court dates.

*Railway track maintenance workers* may read computer printouts showing the actual and the required grade levels for various tracks.

*Automotive mechanical installers and servicers* identify Workplace Hazardous Materials Information System (WHMIS) icons.

### Level 2

*Estheticians, electrologists and workers in related occupations* may read equipment catalogues when purchasing new equipment.

*Visiting homemakers, housekeepers and workers in related occupations* read work schedules and assignment sheets to determine work locations, times and duties.

*Workers in dry cleaning, laundry and finishing occupations* read colour codes to determine the correct amount of chemicals needed to remove stains.

### Level 3

*Computer operators* interpret troubleshooting charts and diagnostic tables in computer manuals.

*Optometrist assistants* use diagrams to identify the angles for inserting and removing contact lenses.

*Boat operators* read tide tables to know whether the tide is ebbing or rising and to determine the depth of tide waters at particular times.

### Level 4

*Forging machine operators* interpret isometric drawings to bend metal according to the customers' specifications and blueprints to set up the machine for the required tolerances.

*Golf club general managers* interpret scale drawings such as blueprints, golf course plans, topographical maps, architectural drawings and drawings showing drainage and irrigation.

Heritage interpreters read archival documents such as forms that may be old, cryptic and difficult to understand.

#### Level 5

*Silviculture workers* refer to different types of maps including forest cover maps, aerial maps, contour maps, road maps, landscape maps, guide and trapper maps, and maps showing houses belonging to native groups as well as forestry manuals. They synthesize the information from these documents when developing silviculture planting plans.

*Meteorologists* analyze and synthesize information on numerous variables obtained from many document types in order to forecast weather. They analyze and synthesize information on hard-to-predict factors, a task requiring considerable specialized knowledge.

## Appendix I

### Writing Complexity Rating Scale

#### Dimension: Length and Purpose of the Writing

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>-Less than a paragraph</li> <li>-Intended to organize, remind or inform</li> </ul>	<ul style="list-style-type: none"> <li>-Brief text that is a paragraph or longer intended to serve a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>-Either long or shorter pieces of writing intended to inform, explain, request information, express opinions or give directions</li> </ul>	<ul style="list-style-type: none"> <li>-Longer pieces of writing which present considerable information and which may feature a comparison or analysis.</li> <li>- Writing task may involve the making of recommendations</li> </ul>	<ul style="list-style-type: none"> <li>-Longer pieces of writing which present an evaluation or critique usually accompanied by recommendations</li> <li>-Writing tasks of any length which demand originality and effectiveness.</li> </ul>

#### Dimension: Style and Structure

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>-Informal writing for small familiar audiences – usually co-workers</li> <li>-Writing which uses pre-set formats or writing for which the format is unimportant</li> </ul>	<ul style="list-style-type: none"> <li>-Writing with a more formal style for an audience other than co-workers</li> <li>-The writing sets a tone which is appropriate for the occasion – e.g. – friendly, respectful, authoritative, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Writing task has an established format. Such as a contract, lease, financial report or job description</li> <li>-Writing format may call for structural elements such as headings, a table of contents, footnotes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Conscious organization of writing for a given purpose</li> <li>-Writing may require modification of an existing format, such as a proposal or a report, to fit the given information</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate tone and mood may be as important as the content.</li> <li>-Writing may display complex multi-part organization to accommodate varied content</li> </ul>



### Dimension: Style and Structure (cont'd)

Level 1	Level 2	Level 3	Level 4	Level 5
	<ul style="list-style-type: none"> <li>-Standard spelling and grammar (syntax) expected</li> <li>-Writing tasks for which templates or models exist such as memos and letters in set formats</li> </ul>		<ul style="list-style-type: none"> <li>-Consideration of the audience may be an important part of the writing task at this level</li> </ul>	

### Dimension: Content of the Writing

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>-Concrete, day-to-day matters of fairly immediate concern</li> </ul>	<ul style="list-style-type: none"> <li>-Content of writing is routine with little variation from one instance to the next</li> </ul>	<ul style="list-style-type: none"> <li>-Non-routine writing tasks</li> <li>-The content of the writing may be extensive but it is readily available from established sources</li> </ul>	<ul style="list-style-type: none"> <li>-Writing task may involve the gathering and selection of information.</li> <li>-Abstract or technical content may demand the use of specialized vocabulary.</li> <li>-Re-write or transform written information for a specific audience – e.g. rewrite technical material for a non-specialist audience</li> </ul>	<ul style="list-style-type: none"> <li>-The content must be created or it may be synthesized using information from multiple sources</li> </ul>

## Illustrative Examples

Here are some examples of the various levels of the *Writing* complexity rating scale. You may find these examples helpful as you look at the ratings given to the authentic workplace materials provided in this Collection.

### Level 1

Enter short comments into journals and log books.

Write a reminder note to the operator on the next shift.

Complete forms requiring only brief written entries.

### Level 2

Write single-issue letters to suppliers, customers or agencies involved in company business.

Write a routine memo advising the superior of the budgeted purchase of new equipment.

Write an e-mail request to the foreperson asking for more paint.

### Level 3

Write non-routine memos to supervisor or other company office holder (e.g., a memo to the Human Resources Director describing a disciplinary situation).

Write a letter of understanding which touches on several issues for the caterer of a large wedding.

Write an article for the company newsletter covering the introduction of new computers in the accounting department.

### Level 4

Write several sections of gas plant operations manual covering startup and shutdown procedures for cryogenic turbo-expanders and related equipment.

Write an annual operating report for the Sand, Gravel and Asphalt Divisions of a combined construction-materials operation.

Level 5

Write background documents for municipal transportation policy.

Write a marketing plan for a national campaign.

Weave historic fact into a dramatic monologue for an actor at a heritage interpretation site.

## Appendix J

### A Closer Look at Numeracy

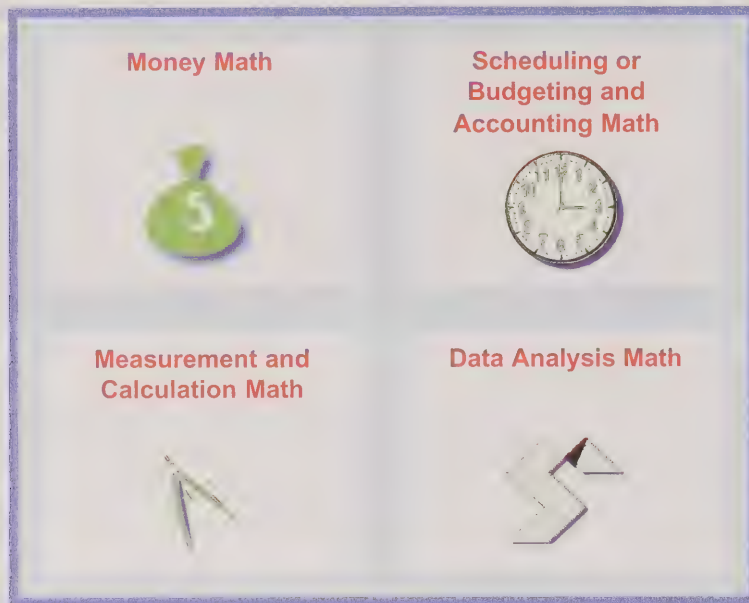
Numeracy refers to the use of numbers by workers in the occupational group and their requirement to think in quantitative terms in order to complete tasks.

The information in this appendix serves two purposes. It introduces HRDC's approach to profiling the complexity of numeracy skills used in the workplace. More detailed information is available on HRDC's web site (<http://www.hrdc-drhc.gc.ca/essentialskills>). Secondly, it discusses the potential that the collection holds for connecting numeracy skills taught in classrooms to the world of work.

HRDC developed two complexity rating scales — one for tasks related to numerical calculation and the other for tasks related to numerical estimation. Since the numeracy tasks that appear in this collection mainly illustrate the former, only the numerical calculation complexity rating scale is presented here.

#### Key Elements of the Numerical Calculation Complexity Rating Scale

- A unique feature of HRDC's numerical calculation complexity rating scale is that it defines four different application settings in which workers may perform tasks requiring the use of numerical calculation skills. The complexity of numerical calculation tasks is rated within these four application settings:
  - money math — financial transactions, such as handling cash, preparing bills or making payments;
  - scheduling or budgeting and accounting math — managing time and money as resources, planning and monitoring their use, assessing best value, reducing waste;
  - measurement and calculation math — measuring and describing the physical world; and
  - data analysis math — analysis of numerical data.



*Application Settings for Numerical Calculation*

- The Numerical Calculation Complexity Rating Scale has five levels. This scale is used to rate the complexity of numerical calculation tasks regardless of the application setting.
- The Numerical Calculation Complexity Rating Scale is based on two dimensions — operations required and translation:
  - Operations required refers to the actual math operations used, such as multiplication and division. It covers the number of different operations used, the number of steps of calculation and the difficulty of the operations used.
  - Translation refers to turning a work problem into a set of mathematical operations so that math may be applied to obtain an answer.
- Each level of the scale is defined with reference to both dimensions. Tasks that are more difficult on one dimension of the complexity rating scale may be more or less difficult on the others. Each dimension functions somewhat independently. For example, the complexity of the operation required may fit in Level 3 while the complexity of the translation required may fit in Level 2. The complexity rating assigned to the task is the best summary description of its level of complexity, considering the two dimensions.






## Numerical Calculation Complexity Rating Scale

Complexity Level	Operations Required	Translation
Level 1	Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task.	Only minimal translation is required to turn the task into a mathematical operation. All information required is provided.
Level 2	Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operation. Few steps of calculation are required.	Some translation may be required or the numbers needed for the solution may need to be collected from several sources. Simple formulae may be used.
Level 3	Tasks may require a combination of operations or multiple applications of a single operation. Several steps of calculation are required.	Some translation is required but the problem is well defined. Combinations of formulae may be used.
Level 4	Tasks involve multiple steps of calculation.	Considerable translation is required.
Level 5	Tasks involve multiple steps of calculation. Advanced mathematical techniques may be required.	Numbers needed for calculations may need to be derived or estimated; approximations may need to be created in cases of uncertainty and ambiguity. Complex formulae, equations or functions may be used.

## Numeracy and the Collection

The figure below is an example of the information at the beginning of each write-up in the collection and shows how numeracy skills are identified, along with other essential skills.

Type of Material	Essential Skills	
Brochure	Reading Text, Complexity Level 3	
	also	
Document Use, Complexity Level 1	Oral Communication	Numeracy
		

Most of the materials in the collection relate to more than one skill area. The primary essential skill discussed in the sample is listed first, with related essential skills appearing below it. Complexity ratings have been indicated only for the three essential skills that are the central focus of this collection (i.e., reading text, document use, writing).

Though the complexity of the numeracy tasks has not been indicated, a concerted effort has been made to provide numeracy-related user tips and analysis.

Approximately 50% of the write-ups in the collection include numeracy among the related essential skills and provide related user tips or analysis. The numeracy symbol appears beside user tips that build numeracy skills used in the workplace.



The following is provided as a quick-reference guide to write-ups that refer to specific application settings of numerical calculation:

Money Math	Scheduling or Budgeting and Accounting Math	Measurement and Calculation Math	Data Analysis Math
Rental Contract Form Page 33	Application Form Page 19	Newsletter Page 23	Form Time Sheet Page 89
Contract Collective Agreement Page 49	Application Form Page 151	Table Page 121	Charts and Graphs Page 115
Invoice Form Exchange Form Page 109	Table Page 177	Report Form Page 145	Record Form Page 199
Work Order Page 125		Instruction Card Page 159	
Inspection Form Estimate Form Page 131		Instruction Card Page 165	
Estimate Form Order Form Page 135		Brochure Page 171	
Table Page 177		Table Page 177	
Promotional Advertisement Sample 1 Page 227 Sample 2 Page 231		Estimate Form Order Form Page 135	

## Appendix K

### Annotated List of Related Products and Resources

#### Internet Resources

##### **<http://www.hrdc-drhc.gc.ca/essentialskills>: Human Resources Development Canada**

- Launched in 2000 by HRDC, this site offers one-stop shopping for essential skills information.
- Includes the database of Essential Skills Profiles and a Readers' Guide to Essential Skills Profiles explaining HRDC's job-profiling methodology.
- The Readers' Guide to Essential Skills Profiles offers a theoretical framework for analyzing the complexity of a broader range of essential skills than this collection covers, such as numeracy, oral communication and problem solving.
- Includes a search engine enabling users to search the Essential Skills Profiles by, for example, essential skill, complexity level and key words.
- Includes an electronic version of this collection.
- Links to related sites such as the National Occupational Classification and Career Handbook Internet System and the Test of Workplace Essential Skills (TOWES).

##### **<http://www.towes.com>: Test of Workplace Essential Skills (TOWES)**

- TOWES is a new assessment tool to measure reading text, document use and numeracy skills in workplace settings using the same complexity rating scales as the Essential Skills Research Project and the International Adult Literacy Study (IALS)
- It is based on workplace materials and item responses that mimic workplace tasks vis-a-vis specific job requirements for these essential skills. The job requirements are established by developing an Essential Skills Profile using HRDC's job-profiling methodology.
- Tests assess an individual's proficiency in the dimensions of reading text, document use and numeracy, vis-a-vis specific job requirements for these essential skills.

##### **<http://www.cmec.ca>: Council of Ministers of Education, Canada**

- Includes 12 discussion papers commissioned for the Third National Forum on Education, May 1998, on the theme of Education and Life-Transitions, among other useful resources

**<http://www.awal.ett.bc.ca>: British Columbia Ministry of Education and Centre for Curriculum Transfer and Technology (C2T2)**

- Assists teachers in connecting the content they teach in the classroom with the use of that content in the workplace.
- Contains classroom “seed ideas” developed by teachers as a result of workplace interviews using the Essential Skills Research Project.

## Print Resources

**Evetts, Julian 1996. *Document Literacy: A Guide for Workplace Educators and Instructors*. SkillPlan, BC Construction Industry Skills Improvement Council. Burnaby, B.C.**

- An outstanding resource for educators and trainers.
- It provides information on document classifications, elaborating on many of the concepts introduced in Chapter 4.
- E-mail: [skillplan@telus.net](mailto:skillplan@telus.net)

**Fownes, Lynda 1999 *The Language of Documents: A Guide to Information Display in the Workplace*. SkillPlan, BC Construction Industry Skills Improvement Council.**

- The sequel to *Document Literacy: A Guide for Workplace Educators and Instructors*.
- Educators and trainers may be particularly interested in the activities, which are presented in a curricular format.
- E-mail: [skillplan@telus.net](mailto:skillplan@telus.net)

**Human Resources Development Canada and Statistics Canada 1996. *Reading the Future: A Portrait of Literacy in Canada*. Canada.**

- Expands on the analysis of the Canadian data presented in *Literacy, Economy and Society: Results of the First International Adult Literacy Survey*.
- Includes additional data on the distribution of literacy in Canada by region and language.

**Learning Disabilities Association of Canada 1991. *Bringing Literacy Within Reach: Identifying and Teaching Adults With Learning Disabilities*. Ottawa, ON.**

- Includes definitions and characteristics of adults with learning disabilities along with such practical information such as screening procedures, job accommodations and case studies.



**Learning Disabilities Association of Canada 1996. *Bringing Literacy Within Reach: Cue Cards for Learning*. Ottawa, ON.**

- A valuable resource for teaching adults with learning disabilities.

**Lewe, Glenda 1996. *Quicksands, Sidestepping the Quality Quicksands — Setting Continuous Improvement on Bedrock*. ISBN 0-9683040-0-1. Ottawa, ON.**

- A resource for business, industry and educators, *Quicksands* links the subject of continuous improvement and essential skills (described as “bedrock” skills). Of particular interest is an appendix that describes the many quality tools used in workplaces and gives tips on how to use essential skills development to implement the tools effectively.
- Cerloxed, 121 pages, Glenda Lewe Consulting, E-mail: glewe@sprint.ca
- Available on the ERIC database.

**Statistics Canada 1991. *Adult Literacy in Canada: Results of a National Study*. Ottawa, ON.**

- Canada’s first national study of adult literacy.

**Organization for Economic Co-operation and Development and Statistics Canada 1995. *Literacy, Economy and Society: Results of the First International Adult Literacy Survey*. Paris, France; Ottawa, ON.**

- The first international adult literacy survey involving seven member countries of the Organization for Economic Co-operation and Development (OECD).
- Creates comparable literacy profiles across national, linguistic, and cultural boundaries.

## Appendix L

### Glossary

The word ***glossary*** comes from the Greek word meaning *to comment*. The Scandinavian version of the word *glossary* means *to put a lustre on*. The following glossary is intended to comment on and put a lustre upon the terms used in the collection.

Abbreviation	A shortening of a word or term (e.g., in. for inch, BC for British Columbia, Mr. for Mister, CLC for Canadian Labour Congress). (See Acronym)
Acronym	A word formed from the first or first few letters of several words (e.g., RADAR for radio detecting and ranging, NATO for North Atlantic Treaty Organization). The acronym is spoken as a word, rather than a series of letters each with its own pronunciation. (See Abbreviation)
Antonym	A word or term which is opposite to another, such as flammable and non-flammable, as opposed to synonymous (i.e., two words or terms having the same or nearly the same meaning, such as joyful and glad).
Application settings	The settings (contexts) in which numerical calculations are applied in HRDC's essential skills job-profiling methodology. The four application settings are: money math; scheduling or budgeting and accounting math; measurement and calculation math; and data analysis math.
Article	A short written piece of work which is part of a newspaper or magazine <b>or</b> an item in a written document, such as a constitution, a set of regulations, etc. (viz. Article 1 of the regulations stipulates...) The fact that this word has two or more very different meanings in the workplace may complicate its use. (See Code, Schedule)
Assembly drawing	A drawing which shows how parts fit together. Also called exploded drawing. (See Exploded drawing)

Attitudes	HRDC's essential skills job-profiling methodology defines attitudes as the behavioral characteristics of job incumbents.
Authentic workplace materials	Workplace materials actually used by workers to perform job-specific tasks, as opposed to simulated materials. Examples include memos, manuals, forms, graphs, blueprints and schematics.
Bar chart	A visual representation using bars to show the relationship between one or two independent variables and a dependent variable. For example, a bar chart might show a comparison of rainfall by year and month.
Blueprint	A scaled drawing depicting dimensions, spatial arrangements, and functions, so called because of the blue ink used on drafting copies; also a document which describes the dimensions, concepts and functions of an initiative, such as the blueprint for a project.
Catalogue	A methodical arrangement of articles, usually alphabetical, often for sale or articles for a specific use (e.g., catalogue of book titles). (See List, Inventory)
Chart	A visual representation showing the distribution of data across a set of categories for the purpose of comparing values.
Clear language	Clear language, also known as plain language, is a set of principles that have been developed to ensure that the written language is clear. Clear language principles cover such areas as sentence length, sentence structure, the use of headings and fonts and white space.
Cloze procedure	A procedure used to measure comprehension or text difficulty, in which a person is called upon to supply elements that have been systematically deleted from a text.
Code	A system of rules or regulations on any subject setting out a standard (e.g., the electrical code) <b>or</b> a system of words and phrases arbitrarily used in place of other words or phrases for brevity or secrecy (e.g., security codes). Codes

can also be comprised of letters and numbers (e.g., grocery item codes, inventory numbers). The fact that this word has two very different meanings in the workplace may complicate its use. (See Schedule, Article)

Collective agreement	A contract between an employer or employers and a union, on behalf of all employees represented by the union, outlining the agreed-upon schedule of wages, rules and working conditions. Both parties are protected by the contract and dispute resolution procedures (e.g., grievance, arbitration) are in place to resolve differences.
Combined list	Two or more simple lists displayed beside each other in which the organizing principle (e.g., alphabetical) used to sequence the list in column 1 determines the order of items listed in the other columns. A combined list is also called a table. (See List, Table)
Common cause	Refers to natural variation in output caused by the operation of a process. (See Special cause)
Compare/contrast	To compare is to note the similarities and differences of, as opposed to contrast that notes only the differences.
Complexity level	In HRDC's essential skills job-profiling methodology, complexity level refers to complexity ratings assigned to job-specific tasks in which workers use one or more specific essential skills. The rating is based on complexity rating scales outlined in the methodology and is presented as levels on a scale.
Control chart	A line graph where some aspect of quality is plotted over time within the context of statistical control. It is a comparative tool, often used to track changes in performance from previous levels.
Diagram	A document type, representing the appearance of an object or process, which conveys targeted information about its function or operation. (See Pictures, Drawings)
Document	Something written or inscribed that furnishes evidence or information on any subject (e.g. title deed, coin, etc.).

Document type	Describes categories of documents based on the features of their structure (e.g., graphs, charts, tables, blueprints).
Document use	One of the essential skills according to HRDC's essential skills job-profiling methodology. Document use refers to tasks that involve a variety of information displays in which words, numbers, icons and other visual characteristics (e.g., line, shape, colour) are given meaning by their spatial arrangement. Graphs, lists, tables, blueprints, schematics, drawings, signs and labels are documents used in the workplace. Document use involves locating, interpreting and sometimes entering information.
Drawings	Pictorial representations that emphasize key features of an object. There are many variations including line drawings, three-dimensional drawings and exploding drawing.
Entry forms	Forms that contain spaces for entering information, such as words, numbers or sentences (e.g., an application form).
Essential skills	In HRDC's essential skills job-profiling methodology, refers to the background skills that workers use to do their jobs — their non-technical skills. Essential skills include reading text, document use, writing, numeracy, oral communication, thinking skills (problem solving, decision making, job task planning and organizing, significant use of memory, finding information), working with others, computer use and continuous learning. These skills are used, not only in the world of work, but throughout daily life.
Exploded drawing	A drawing that shows how parts fit together. (See Assembly drawing)
Finding information	One of the five cognitive functions associated with thinking skills according to HRDC's essential skills job-profiling methodology. Finding information involves using a variety of sources including text, people, computerized databases or information systems.
Flow chart	A graphic representation of the successive steps in a procedure or system, using symbols interconnected by lines.



Gantt chart	A scheduling tool used to outline and track critical time frames and dates, often used in project management.
Glossary	A list of terms and definitions in a special subject, field or area of usage.
Graph	A visual representation of the relationship between change in one variable and change in another variable, consisting of a line connecting points plotted on an x and y axis, for the purpose of analysis.
Histogram	A bar chart that shows the frequency of occurrence of events in different classes or intervals.
Icon	A picture, image or other representation (e.g., 😊). The word has come to be known in its computer context: a picture or symbol that appears on a monitor and is used to represent a command. (e.g., ☎️). (See Symbol)
Imperial measurement system	A system of weights and measures conforming to the standards legally established in Great Britain. The basic units are the yard for length and the pound for mass or weight. In many Canadian workplaces, the Imperial measurement system and the Metric measurement system are used at various times. (See Metric measurement system)
Inference	A conclusion reached through reasoning. Inference is used to reach conclusions when information is implied but not stated as a certainty.
Index	An alphabetical list, usually at the end of a book, of the names, subjects, etc. indicating the places where they occur.  Information that conveys a relationship or proportion of one amount or dimension to another (e.g., consumer price index, index of refraction).
Intersecting list	A combination of three related lists in which a search can be carried out using information in two of the lists to locate information in the third.

Inventory	An itemized list of goods, etc., especially used in business. (See List, Catalogue)
Jargon	The language, especially vocabulary of a particular trade, profession or group (e.g., trade jargon). Jargon is distinct from terminology in that it tends to be colourful, colloquial and visual. Its meaning is often confined to an occupational context and even to a locality. Often the meaning of the jargon is not understood outside the occupation. Examples of occupational jargon are “beans” a collier’s term for small coals; “dolphins”, a group of piles driven into harbors to serve as bumpers for vessels, and “ginnywink”, an A-frame derrick with a fixed rear leg. The latter two examples of jargon are from the operating engineers’ occupation.
Knowledge	The state of knowing and understanding. (See Skill)
Label	A card or strip of paper, etc., marked and attached to an object to indicate such information as its nature, content, ownership, destination, etc.
Legend	A key to guide understanding, usually in list form, used as an accompaniment to or annotation on a blueprint or other drawing. The word also has a more commonly used meaning — i.e., story, myth.
Line graph	A visual representation that accents trends, consisting of a line connecting points plotted on an x and y axis.
List	The setting forth of a series of items in a row (see Catalogue, Inventory, Combined list, Intersected list, Nested list)
MSDS	An abbreviation for Material Safety Data Sheet, a document accompanying chemical products that includes product information, hazardous ingredients, physical data, fire and explosion data, reactivity data, toxicological data, preventative measures, first aid measures and other information. Because MSDS is pronounced using its

individual letters rather than spoken as one word it is an abbreviation rather than an acronym. (See Abbreviation, Acronym)

Mathematical foundations	Specific math skills of knowledge areas. These may be grouped under areas such as: number concepts, patterns and relations, shape and spatial sense and statistics and probability. For example, whole numbers, integers, fractions, decimals and per cents would be included under number concepts.
Metric measurement system	A decimal system of weights and measures, adopted first in France but now widespread, universally used in science, mandatory for use for all purposes in a large number of countries. The basic units are the meter for length and the gram for mass or weight. In many Canadian workplaces, the Imperial measurement system and the Metric measurement system are used at various times. (See Imperial measurement system)
National Occupational Classification (NOC)	A system to describe occupations in the Canadian labour market. It is used in compiling, analyzing and communicating information about occupations.
Nested list	A type of table that places modifying row and column information so that they indicate a hierarchy of labels.
Numeracy	One of the essential skills according to HRDC's essential skills job-profiling methodology. Numeracy refers to the use of numbers by workers and their requirement to think in quantitative terms in order to complete tasks.
Pareto chart	A type of bar chart where the bars have subcategories whose size show the frequency of particular components. Each bar on the graph is broken down into the same set of components. Broadly speaking, Pareto charts are used to determine whether a few categories of information account for the majority of events.
Pictures	Pictorial representations that illustrate the appearance of objects.

Picture graph	A bar chart variation used to display approximate comparisons. Icons, symbols, pictures or objects are used instead of bars.
Pie chart	A visual representation of information showing parts as a proportion, percentage or fraction of the whole. Pie charts are circles divided into sections resembling pies cut into pieces of different sizes. A pie chart is an alternative format of displaying information that could be presented in a simple table.
Reading text	One of the essential skills according to HRDC's essential skills job-profiling methodology. Reading text refers to reading material in the form of sentences or paragraphs.
Regulations	Rules governing the conduct of certain matters, as regulated by statute or by the direction of an organization's management, such as Industrial Health & Safety Regulations (Workers' Compensation Board).
Run chart	A line graph that shows how a variable changes over time. It is a time chart, showing whether an event occurs mostly in the morning, afternoon or evening and on what day of the week.
Scan	To read to find specific information in the material. This may involve glancing over the text and using standard features such as the table of contents, index and glossary.
Scatter diagram	A plot of points where the value of two variables is shown using an X and Y axis (horizontal and vertical). They are used to analyze symptoms and causes and to design solutions. The suspected cause is placed on the horizontal axis when showing a cause and effect relationship.
Schedule	An explanatory or supplementary paper appended to a document (e.g., a clothing schedule attached to a collective agreement <b>or</b> a timetable (e.g., bus schedule, work schedule). The fact that this word has two very different meanings in the workplace may complicate its use. (See Code, Article)

Schematic	A specialized document type which provides an abstracted view of the functioning or operation of a thing or process which is otherwise not visible. It may use a mixture of lines, boxes, numbers, arrows, circles and symbols to illustrate relationships of functions, movement of parts or directions.
Significant use of memory	One of the five cognitive functions associated with thinking skills according to HRDC's essential skills job-profiling methodology. Significant use of memory includes any significant or unusual use of memory for workers in the occupational group. It does not include normal memory use that is a requirement for every occupation.
Simple list	A series of related words, pictures, numbers or symbols which may be accompanied by an explicit title. It is easy to infer the title if it is not included.
Skill	The ability, coming from one's knowledge, practice, aptitude, etc., to do something well. (See Knowledge)
Skim	To read rapidly to get the gist of the material. This may involve glancing through the text for its main features, including headings, subheadings, highlighted words, diagrams, tables, etc.
Special cause	Refers to variation caused by some special, rare or outlying event, such as a machine breakdown or short circuit in electrical equipment. (See Common cause)
Specifications	A detailed description of the particulars of some projected work in building, engineering or the like, giving the dimensions, materials, quantities of the work, together with the directions to be followed by the builder or contractor. (See Work order)
Statistical process control (SPC)	An analysis of a process through the use of statistical techniques that indicate whether the process is operating within appropriate control limits. SPC is used to monitor the quality of processes and products.



Symbol	A stylized visual of a real object regarded as representing something. Symbols representing hazards (e.g., WHMIS symbols) and processes (e.g., flow chart symbols) are commonly used in workplaces. Other types of symbols are typically used at work, school or home, such as iconic (e.g., ☺, ☎), typographical (e.g., \$, &, ?) and math/scientific (e.g., +, =, >). (See Icon)
Table	A compact arrangement of words, numbers or signs — or combinations of them — in rows and columns to display a set of facts or relations. The grid lines may or may not be shown on a table. (e.g., combined list, intersecting lists, nested lists)
Task	Any piece of work that has to be done. A task can be broken down into smaller units or steps (sub-tasks).
Type of material	This standardized heading used in the collection describes categories of workplace materials with reference to the three primary essential skills featured in the collection (i.e., reading text, document use and writing). The categories are based on the structural features of the material. Examples of types of material include application forms, newsletters, graphs, tables, maps, schematics and minutes.
WHMIS	An acronym for Workplace Hazardous Materials Information System. WHMIS is rooted in legislation requiring Canadian employers to give employees information and education about the hazardous materials with which they work. There are three major components of WHMIS: WHMIS Label; Material Safety Data Sheet (MSDS); and worker education.
Work order	A general description of the work to be carried out to complete a job, generally outlining the name and address of the customer, the location of the work, and the cost.
Working with others	One of the essential skills according to HRDC's essential skills job-profiling methodology that examines the extent to which employees work with others to carry out their tasks.

## Writing

One of the essential skills according to HRDC's essential skills job-profiling methodology. Writing includes text writing and writing in documents (e.g., filling in forms). It also includes non-paper based writing (e.g., on a computer).



































